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ABSTRACT

This appendix was created to minimize aspects of the data analysis carried out for the quantitative study of Transition Years Initiatives in Ontario (Canada) schools. Technical appendices for the multivariate statistical procedures used in this analysis were needed for chapters 5 through 9 of the main report. The bulk of these appendices are path models resulting from using LISREL. Statistical information is provided for each model. The chapter 5 appendix consists of four surveys to evaluate the progress of Transition Years pilot projects and a note on path analysis. The appendix for chapter 6 features related T-tests and discriminant-function analyses for categories of educational practices. The chapter 7 appendix contains a discriminant-function analysis for current and anticipated student outcomes and a path-analysis model explaining relationships among variables related to students' school participation and identification. The appendix for chapter 8 contains a discriminant-function analysis for inschool and out-of-school conditions and leadership practices. The appendix for chapter 9 contains path models to explain variations in Transitional Years implementation practices, perceived student achievement, and school participation and identification and the causes and consequences of school leadership. (MLH)

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A RESEARCH STUDY COMMISSIONED BY THE ONTARIO MINISTRY OF EDUCATION AND TRAINING

Years of Transition: Times for Change

A Review and Analysis of Pilot Projects Investigating Issues in the Transition Years

Appendix to Volume Two

Principal Investigators:
Kenneth Leithwood
Brad Cousins
Diane Gérin-Lajoie

Research Associates:
Doris Jantzi
Peter Joong
Laurette Lévy

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Overview

This Appendix was created as a way of keeping to a minimum aspects of the data analysis carried out for the quantitative study of Transition Years Initiatives in Ontario Schools. These analyses require a reasonably sophisticated understanding of multivariate statistical procedures to be meaningful. For those not interested in the technical aspects of such procedures, descriptions of these analyses in the main body of the report seemed likely to be distracting, if not simply annoying.

Technical appendices were needed for material alluded to in five chapters of the main report: chapters 5 through 9. The bulk of these appendices are path models resulting from the use of LISREL. Statistical information but no descriptive text is provided for each model. Also included are tables providing results of the discriminant function analyses, including the canonical correlations, proportion of schools classified correctly based on their responses and the items for which significant differences were identified.

APPENDIX FOR CHAPTER 5

5.1.
Survey of Transition Years Conditions

TRANSITION YEARS PILOT PROJECTS

STAFF SURVEY

THE PROCESS OF INTRODUCING CHANGE

The purpose of this survey is to identify how Ontario schools are implementing changes in the Transition Years. The survey is for teachers and principals involved in Ministry-funded pilot projects that are exploring ways of easing student transition both from childhood to adolescence and from elementary school to secondary school.

This research, which is a requirement for Ministry-funded pilots, includes three surveys of pilot project schools: the current staff survey of the change process; a staff survey of substantive areas being addressed by the pilot projects, planned for May 1992; and a student survey, also planned for May. The information gathered by the surveys will assist the Ministry and school boards in developing policies and programs for Transition Years students.

While agreement to participate in this research was a condition of Ministry funding, your participation also provides you with an opportunity to contribute to the policy development process. **We urge you to make use of this opportunity to increase understanding of the change process, a process that can be best understood, and subsequently improved, through the information provided by educators within schools.**

You are asked to use your Ministry pilot project and related activities as the general context for responding to this survey. In this questionnaire, the term "Transition Years initiatives" refers to the whole range of activities undertaken in response to the Ministry directive on improving transitions.

Please record your responses on this instrument as directed and then return the questionnaire in the stamped, self-addressed envelope provided. **The anonymity of all respondents will be guaranteed.** The ID codes are required only to put data from the surveys together for analysis. The data will be aggregated for all analysis and reporting.

Thank you for your cooperation in this research.

Prepared by the OISE Centre for Leadership Development
for the Transition Years Research Project
of the Ontario Ministry of Education

School Code/ID

SECTION A: FACTORS OUTSIDE YOUR SCHOOL AFFECTING IMPLEMENTATION

Section A lists factors that may influence implementation of Transition Years initiatives within your school. Each statement describes a potential influence from the Ministry, the board or the community served by your school.

Indicate the extent to which you agree with the statements by circling ONE of the codes:
SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree; N/A = Not Applicable.
(Try to use N/A as infrequently as possible.)

To what extent do you agree with each of the following statements?

1.	Our board has developed a clearly defined mission or vision which is helpful in determining school priorities for the Transition Years.	*SD*	*D*	*A*	*SA*	*N/A*
2.	Ministry guidelines and support documents are a helpful resource for implementing Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
3.	Board-level personnel provide assistance in planning and implementing Transition Years initiatives within our school.	*SD*	*D*	*A*	*SA*	*N/A*
4.	School-based people provide significant input into our board's Transition Years pilot projects.	*SD*	*D*	*A*	*SA*	*N/A*
5.	Communication between our school and our community about Transition Years initiatives is of a high quality.	*SD*	*D*	*A*	*SA*	*N/A*
6.	The community served by this school generally supports our Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
7.	Ministry personnel are available to advise in planning and implementation of Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
8.	Our board facilitates opportunities for elementary and secondary teachers to work jointly on Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
9.	This school makes effective use of community resources (i.e., human and material) in providing the best possible programs for our students.	*SD*	*D*	*A*	*SA*	*N/A*
10.	Board-level initiatives related to the Transition Years support our efforts to implement changes within our school.	*SD*	*D*	*A*	*SA*	*N/A*
11.	Our board provides additional funds to support implementation of Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
12.	Ministry funding is helpful for implementing Transition Years initiatives within our school.	*SD*	*D*	*A*	*SA*	*N/A*
13.	Our school encourages parents to drop into the school frequently to discuss their childrens' programs.	*SD*	*D*	*A*	*SA*	*N/A*
14.	Our board provides staff development opportunities that are useful to our school in implementing Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
15.	Our school assists some parents in providing a more positive educational climate for children in their home.	*SD*	*D*	*A*	*SA*	*N/A*

SECTION B: FACTORS WITHIN YOUR SCHOOL AFFECTING IMPLEMENTATION

Section B lists factors within the school that may influence how your Transition Years initiatives are being implemented. The statements deal with a broad variety of potential influences on your efforts.

Indicate the extent to which you agree with the following statements by circling ONE of the codes:
SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree; N/A = Not Applicable.
(Try to use N/A as infrequently as possible.)

To what extent do you agree with each of the following statements?

1.	Instructional practices in our school are being modified to be compatible with the goals and priorities for the Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
2.	Teachers in our school participate in the process of developing school goals for the Transition Years.	*SD*	*D*	*A*	*SA*	*N/A*
3.	Financial resources are available when needed to facilitate implementation of Transition Year initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
4.	Our school provides formal professional development opportunities.	*SD*	*D*	*A*	*SA*	*N/A*
5.	Most teachers at this school share a similar set of values, beliefs and attitudes related to teaching and learning.	*SD*	*D*	*A*	*SA*	*N/A*
6.	This school provides access to professional staff with expertise in helping us improve programs for our students.	*SD*	*D*	*A*	*SA*	*N/A*
7.	Teachers in our school work toward the same Transition Years goals.	*SD*	*D*	*A*	*SA*	*N/A*
8.	Our school provides opportunities for professional development through informal working relations within this school.	*SD*	*D*	*A*	*SA*	*N/A*
9.	I frequently implement new programs or new teaching strategies.	*SD*	*D*	*A*	*SA*	*N/A*
10.	Personnel selection and hiring criteria reflect our general school goals and priorities.	*SD*	*D*	*A*	*SA*	*N/A*
11.	Strong, positive relationships between staff and school administration facilitate implementation of Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
12.	Teachers in our school are becoming increasingly skilled in the use of a large repertoire of instructional strategies.	*SD*	*D*	*A*	*SA*	*N/A*
13.	Our timetables/schedules facilitate planning together with colleagues.	*SD*	*D*	*A*	*SA*	*N/A*
14.	Instruction is being carefully planned to provide diverse activities and experiences for our students.	*SD*	*D*	*A*	*SA*	*N/A*
15.	Teacher evaluation/supervision practices reflect our school goals and priorities.	*SD*	*D*	*A*	*SA*	*N/A*

16.	I have frequent conversations about teaching practices with colleagues in this school.	SD	D	A	SA	N/A
17.	This school has adequate amounts of such resources as texts, curriculum materials and teaching aids.	SD	D	A	SA	N/A
18.	Teachers use the results of student evaluation to plan future instruction.	SD	D	A	SA	N/A
19.	I frequently work with colleague(s) in this school to prepare unit outlines and/or instructional materials.	SD	D	A	SA	N/A
20.	I engage in ongoing, professional development for myself.	SD	D	A	SA	N/A
21.	Teachers work toward consensus in establishing priorities for our school goals for the Transition Years.	SD	D	A	SA	N/A
22.	I share my professional expertise by demonstrating new teaching practices for colleagues.	SD	D	A	SA	N/A
23.	I am motivated to implement the Transition Years initiatives.	SD	D	A	SA	N/A
24.	Teachers in this school use a wide variety of assessment methods to provide authentic assessment of student achievement.	SD	D	A	SA	N/A
25.	Appropriate support personnel (e.g., aids, substitutes, etc.) are available to assist in implementation of our programs.	SD	D	A	SA	N/A
26.	We regularly evaluate our progress toward achievement of school goals for the Transition Years.	SD	D	A	SA	N/A
27.	Prior to the current Transition Years initiatives this school's curriculum was clearly written and well understood by most staff.	SD	D	A	SA	N/A
28.	We observe each other teaching and then discuss our observations as a means of gaining a better understanding of our own teaching strategies.	SD	D	A	SA	N/A
29.	Prior to the current Transition Years initiative this school's curriculum was developed by teachers working in collaboration.	SD	D	A	SA	N/A
30.	The school's physical facilities enhance achievement of Transition Years' goals and priorities.	SD	D	A	SA	N/A
31.	Teachers engage in problem solving to generate our school goals for the Transition Years.	SD	D	A	SA	N/A
32.	We are developing a good match between our assessment strategies and our curriculum objectives.	SD	D	A	SA	N/A
33.	I am committed to the goals of the Transition Years initiatives.	SD	D	A	SA	N/A
34.	Assignment of students to classes is based primarily on program and student needs (i.e., rather than teacher or administrator preferences).	SD	D	A	SA	N/A

35. The school provides adequate release time for planning and/or professional development.	*SD*	*D*	*A*	*SA*	*N/A*
36. Discussion about school goals and means of achieving them is a regular part of staff meetings and/or in-service sessions in our school.	*SD*	*D*	*A*	*SA*	*N/A*
37. I am satisfied with my job.	*SD*	*D*	*A*	*SA*	*N/A*

Respond to the following items only if your school is a French language school.

38. The areas of focus for the Transition Years pilot projects take into consideration the needs of teachers working in a minority setting.	*SD*	*D*	*A*	*SA*	*N/A*
39. It is easy to get access to resources in French in this school.	*SD*	*D*	*A*	*SA*	*N/A*
40. Constraints specific to French language schools affect implementation of Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*

SECTION C: THE SOURCE AND NATURE OF SCHOOL LEADERSHIP

Section C deals with the source and nature of leadership within your school. We are interested in your perceptions of the **leadership function** within your school.

You are asked first to identify sources of leadership for the Transition Years initiative. Respond to Question A by circling the letter before your response(s).

A. Sources of Leadership:

Who, within your school, is providing leadership for implementing the Transition Years initiative? (*Circle as many responses as apply.*)

(a) The principal

(b) The vice principal(s)

(c) The school administration team of principal and vice principals

(d) A committee of administrators and teachers which has ongoing leadership responsibilities in a number of areas

(e) A committee of teachers set up especially to coordinate Transition Years initiatives

(f) Some teachers share leadership on an informal basis

(g) No one in particular is taking a leadership role.

(h) Other (specify)_____

B. Nature of Leadership:

The following statements are descriptions of leadership that may or may not reflect leadership practices in your school. You are asked to indicate the extent to which you agree the description fits the nature of leadership within your school as you experience it.

Indicate the extent to which you agree with the following statements by circling ONE of the codes:
SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree; N/A = Not Applicable.
(Try to use N/A as infrequently as possible.)

The person(s) providing leadership in this school:

1.	Has both the capacity and judgement to overcome most obstacles.	*SD*	*D*	*A*	*SA*	*N/A*
2.	Provides for extended training to develop my knowledge and skills relevant to the Transition Years.	*SD*	*D*	*A*	*SA*	*N/A*
3.	Provides for our participation in the process of developing school goals for the Transition Years.	*SD*	*D*	*A*	*SA*	*N/A*
4.	Provides the necessary resources to support my participation in implementing Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
6.	Insists on only the best performance from us.	*SD*	*D*	*A*	*SA*	*N/A*
5.	Challenges me to reexamine some basic assumptions I have about my work with Transition Years students.	*SD*	*D*	*A*	*SA*	*N/A*
7.	Asks no more of us than what is absolutely essential to get our work done.	*SD*	*D*	*A*	*SA*	*N/A*
8.	Frequently acknowledges my good performance.	*SD*	*D*	*A*	*SA*	*N/A*
9.	Leads by 'doing' rather than simply by 'telling'.	*SD*	*D*	*A*	*SA*	*N/A*
10.	Commands respect from everyone in the school.	*SD*	*D*	*A*	*SA*	*N/A*
11.	Encourages teachers to work toward the same goals for the Transition Years.	*SD*	*D*	*A*	*SA*	*N/A*
12.	Treats me as an individual with unique needs and expertise.	*SD*	*D*	*A*	*SA*	*N/A*
13.	Stimulates me to think about what I am doing for my Transition Years students.	*SD*	*D*	*A*	*SA*	*N/A*
14.	Shows us that there are high expectations for us as professionals.	*SD*	*D*	*A*	*SA*	*N/A*
15.	Is satisfied with our performance as long as the old ways work.	*SD*	*D*	*A*	*SA*	*N/A*

16.	Assures me that I can get what I personally want in exchange for my efforts.	*SD*	*D*	*A*	*SA*	*N/A*
17.	Excites us with visions of what we may be able to accomplish if we work together on the Transition Years.	*SD*	*D*	*A*	*SA*	*N/A*
18.	Symbolizes success and accomplishment within our profession.	*SD*	*D*	*A*	*SA*	*N/A*
19.	Uses problem solving with staff to generate school goals for the Transition Years.	*SD*	*D*	*A*	*SA*	*N/A*
20.	Takes my opinion into consideration when initiating actions that affect my work.	*SD*	*D*	*A*	*SA*	*N/A*
21.	Provides information that helps me think of ways to implement Transition Years initiatives.	*SD*	*D*	*A*	*SA*	*N/A*
22.	Will not settle for second best in performance of our work.	*SD*	*D*	*A*	*SA*	*N/A*
23.	Makes us feel and act like leaders.	*SD*	*D*	*A*	*SA*	*N/A*
24.	Provides only the information that we have to know to do our jobs.	*SD*	*D*	*A*	*SA*	*N/A*
25.	Pays me personal compliments when I do outstanding work.	*SD*	*D*	*A*	*SA*	*N/A*
26.	Gives us a sense of overall purpose for the Transition Years.	*SD*	*D*	*A*	*SA*	*N/A*
27.	Provides good models for us to follow.	*SD*	*D*	*A*	*SA*	*N/A*
28.	Lets us take initiatives but does not encourage us to do so.	*SD*	*D*	*A*	*SA*	*N/A*
29.	Works toward whole staff consensus in establishing priorities for school goals for the Transition Years.	*SD*	*D*	*A*	*SA*	*N/A*
30.	Does not try to change anything as long as things are going all right.	*SD*	*D*	*A*	*SA*	*N/A*
31.	Encourages us regularly to evaluate our progress toward achievement of school goals for the Transition Years.	*SD*	*D*	*A*	*SA*	*N/A*
32.	Behaves in a manner thoughtful of my personal needs.	*SD*	*D*	*A*	*SA*	*N/A*
33.	Provides public recognition when my work is especially good.	*SD*	*D*	*A*	*SA*	*N/A*

SECTION D: OUTCOMES OF THE IMPLEMENTATION PROCESS

Section D asks for your view of the effect of Transition Years implementation efforts on students. Because you may have just begun your effort, it may be very early to talk about outcomes. Therefore, we are asking for your perceptions of both current outcomes **and** anticipated outcomes.

Respond to **both** Question A and Question B by circling ONE of the codes:
SD = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree; **N/A** = Not Applicable. (Use N/A only if the outcome is not a goal for your implementation effort.)

Question A: To what extent do you agree that the outcome has been achieved to date?

Question B: To what extent do you anticipate the outcome will be achieved in future as a result of your Transition Years initiatives?

	A: Extent achieved to date?				B: Extent anticipated in future?				
1. More positive attitudes by students toward school and learning.	SD	D	A	SA	SD	D	A	SA	N/A
2. Growth in students' positive self-concept.	SD	D	A	SA	SD	D	A	SA	N/A
3. More cooperative attitude by students toward working with one another.	SD	D	A	SA	SD	D	A	SA	N/A
4. Greater clarity for students about their occupational and other life goals.	SD	D	A	SA	SD	D	A	SA	N/A
5. Greater clarity for students about their future educational aspirations.	SD	D	A	SA	SD	D	A	SA	N/A
6. Increased attendance in class.	SD	D	A	SA	SD	D	A	SA	N/A
7. Fewer dropouts.	SD	D	A	SA	SD	D	A	SA	N/A
8. Less difficulty by students first entering secondary school in accommodating to the secondary program.	SD	D	A	SA	SD	D	A	SA	N/A
9. Less difficulty by students in making the transition from grade 9 to the specialization years.	SD	D	A	SA	SD	D	A	SA	N/A
10. Few discipline problems and incidences of suspensions.	SD	D	A	SA	SD	D	A	SA	N/A
11. Academic success for a larger proportion of students than was the case previously .	SD	D	A	SA	SD	D	A	SA	N/A
Respond to the following items only if your school is a French Language school.									
12. Improved French language skills.	SD	D	A	SA	SD	D	A	SA	N/A
13. Greater awareness of the Franco-Ontarian reality.	SD	D	A	SA	SD	D	A	SA	N/A

SECTION E: BACKGROUND INFORMATION

1. What is your current position? *(Check one)*

____Part-time teacher ____Department/Division head ____Principal ____Vice Principal

____Full-time teacher ____Assistant Head ____Other *(specify)*_____

2. How many years have you held an administrative role (i.e., principal or vice principal)? *(Check one)*

____ 1 to 2 years ____ 6 to 10 years ____19+ years

____ 3 to 5 years ____ 11 to 19 years ____Not applicable

3. How many years (including this year) have you been in the teaching profession? *(Check one)*

____ 1 to 2 years ____ 6 to 10 years ____19+ years

____ 3 to 5 years ____ 11 to 19 years

4. How many years (including this year) have you been at your present school? *(Check one)*

____ 1 to 2 years ____ 6 to 10 years ____19+ years

____ 3 to 5 years ____ 11 to 19 years

5. Is your school _____elementary or _____secondary? *(Check one)*

6. How many students are in your school? (approximate) _____

7. What would you estimate as the family income level of the majority of your students? (The average family income in Ontario is about $57 300.) *(Check one)*

____ A bit below average for the province.

____ About average.

____ Much above average for the province.

8. The primary wage earner(s) among most of your students' parents have *(Check one)*:

____ jobs requiring limited training and skill.

____ a mixture of white and blue collar jobs.

____ professional or managerial jobs.

9. Your gender: _____Female; _____Male *(Check one)*

10. Age:

____ Less than 30 years ____ 40 to 49 years ____60+ years

____ 30 to 39 years ____ 50 to 59 years

Thank you very much for completing this questionnaire. Please return the completed questionnaire in the envelope provided to:

OISE Centre for Leadership Development
252 Bloor Street West
TORONTO, ON M5S 1V6

LES PROJETS PILOTES DES ANNÉES DE TRANSITION

SONDAGE AUPRÈS DU PERSONNEL

LE PROCESSUS D'INNOVATION PLANIFIÉE

Le présent sondage vise à déterminer comment les écoles ontariennes apportent des changements aux programmes de la 7e à la 9e année. Il s'adresse au personnel enseignant et de direction qui participent aux projets pilotes financés par le Ministère visant à faciliter les deux transitions majeures qu'effectuent les élèves à ce stade : de l'enfance à l'adolescence et de l'école élémentaire à l'école secondaire.

Cette étude, qui répond à une condition émise par le Ministère et à laquelle les responsables des projets pilotes se sont engagés à participer, comporte trois sondages. Le premier s'adresse au personnel et porte sur le processus d'innovation en milieu scolaire; le deuxième, prévu pour mai 1992, s'adresse également au personnel et est axé sur les secteurs de concentration des projets pilotes. Le dernier s'adresse aux élèves et sera, lui aussi, effectué en mai 1992. L'information ainsi recueillie permettra au Ministère et aux conseils scolaires d'élaborer des politiques et des programmes qui répondent aux besoins des jeunes adolescents et adolescentes des années de transition.

Votre participation à cette étude, tout en étant une exigence du Ministère pour l'octroi de subventions, représente aussi pour vous une occasion unique d'être partie prenante du processus d'élaboration de politiques. Nous vous encourageons donc vivement à saisir cette occasion visant à accroître nos connaissances sur le processus d'innovation, une démarche qui, pour être bien comprise puis améliorée, requiert l'apport des éducateurs et éducatrices.

Pour répondre au questionnaire, fondez-vous sur le projet pilote existant à votre école ainsi que sur les activités connexes. L'expression « les initiatives des années de transition », utilisée dans le présent document, renvoie à toutes les activités entreprises en réponse aux directives du Ministère pour faciliter le processus de transition.

Veuillez suivre les instructions et retourner le sondage dans l'enveloppe affranchie et préadressée ci-jointe. L'anonymat est garanti. Les codes d'identification servent uniquement à rassembler l'information recueillie aux fins d'analyse ultérieure. Dans les rapports, les données seront fondues en un tout.

Nous vous remercions de votre collaboration.

Préparé par le Centre de formation des leaders de l'IEPO
pour le projet de recherche sur les années de transition
du ministère de l'Éducation de l'Ontario

Code de l'école _____

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SECTION A : FACTEURS EXTERNES À L'ÉCOLE INFLUANT SUR LA MISE EN ŒUVRE

Figurent à la section A des facteurs qui peuvent influer sur la mise en œuvre des initiatives des années de transition à votre école. Chaque énoncé présente un effet que pourrait produire le Ministère, le conseil scolaire ou la communauté sur ces initiatives.

Veuillez indiquer votre impression de chacun des énoncés en encerclant UN des codes suivants : 1 = fortement en désaccord; 2 = en désaccord; 3 = d'accord; 4 = fortement en accord; 9 = sans objet. (Utilisez ce dernier le moins souvent possible.)

Êtes-vous d'accord avec les énoncés suivants ?

		FD	D	A	FA	S/O
1	Notre conseil scolaire s'est doté d'une mission claire qui facilite pour l'école le choix de ses priorités pour les années de transition.	1	2	3	4	9
2	Les directives et documents d'appui du Ministère sont des ressources utiles à la mise en œuvre des initiatives des années de transition.	1	2	3	4	9
3	Le personnel du conseil nous aide à planifier et à mettre en œuvre les initiatives des années de transition au sein de notre école.	1	2	3	4	9
4	Le personnel de l'école contribue de façon importante aux projets pilotes des années de transition de notre conseil scolaire.	1	2	3	4	9
5	Il y a une bonne communication entre l'école et la communauté au sujet des initiatives des années de transition.	1	2	3	4	9
6	En règle générale, la communauté appuie nos initiatives des années de transition.	1	2	3	4	9
7	Le personnel du Ministère prête volontiers son concours à la planification et à la mise en œuvre des initiatives des années de transition.	1	2	3	4	9
8	Notre conseil favorise la collaboration entre le personnel enseignant des paliers élémentaire et secondaire afin que celui-ci travaille conjointement aux initiatives des années de transition.	1	2	3	4	9
9	Notre école utilise à bon escient les ressources humaines et physiques de la communauté afin d'offrir les meilleurs programmes possibles à nos élèves.	1	2	3	4	9
10	Les initiatives des années de transition du conseil scolaire soutiennent les efforts d'innovation entrepris à l'intérieur même de notre école.	1	2	3	4	9
11	Notre conseil met à notre disposition des fonds complémentaires pour la mise en œuvre d'initiatives des années de transition.	1	2	3	4	9
12	Le financement du Ministère est utile pour mettre en œuvre des initiatives des années de transition dans notre école.	1	2	3	4	9

13 Nous encourageons les parents à visiter souvent l'école pour discuter des programmes offerts à leurs enfants.	1	2	3	4	9
14 Notre conseil organise des activités de perfectionnement professionnel qui aident notre personnel à mettre en œuvre des initiatives des années de transition.	1	2	3	4	9
15 L'école aide certains parents à créer au sein de leur foyer un climat plus propice à l'apprentissage.	1	2	3	4	9

SECTION B : FACTEURS INTERNES À L'ÉCOLE INFLUANT SUR LA MISE EN ŒUVRE

Figurent à la section B des facteurs internes qui peuvent influer sur la mise en œuvre des initiatives des années de transition dans votre école. Les énoncés présentent une large gamme d'effets possibles.

Veuillez indiquer votre impression de chacun des énoncés en encerclant UN des codes suivants : 1 = fortement en désaccord; 2 = en désaccord; 3 = d'accord; 4 = fortement d'accord; 9 = sans objet. (Utilisez ce dernier le moins souvent possible.)

Êtes-vous d'accord avec les énoncés suivants ?

	FD	D	A	FA	S/O
1 On a modifié les méthodes pédagogiques employées à notre école afin qu'elles soient conformes aux buts et priorités des initiatives des années de transition.	1	2	3	4	9
2 Le personnel enseignant participe à l'élaboration des objectifs que se fixe notre école dans le cadre des initiatives des années de transition.	1	2	3	4	9
3 Des ressources financières sont disponibles pour faciliter la mise en œuvre des initiatives des années de transition.	1	2	3	4	9
4 Notre école organise des activités formelles de perfectionnement professionnel.	1	2	3	4	9
5 La plupart des enseignantes et enseignants de notre école partagent les mêmes valeurs, croyances et attitudes en matière d'enseignement et d'apprentissage.	1	2	3	4	9
6 Dans le but d'aider le personnel enseignant à améliorer les programmes d'études, notre école fait appel à des professionnels chevronnés.	1	2	3	4	9
7 Le personnel enseignant vise des objectifs communs en ce qui a trait aux années de transition.	1	2	3	4	9
8 Notre école fournit des occasions de perfectionnement professionnel par le biais des relations de travail informelles.	1	2	3	4	9

9	J'implante souvent de nouveaux programmes ou de nouvelles stratégies d'enseignement.	1	2	3	4	9
10	Les critères de sélection et d'embauche du personnel reflètent les priorités et objectifs généraux de notre école.	1	2	3	4	9
11	La mise en œuvre des initiatives des années de transition est facilitée par de bonnes relations solides entre le personnel et la direction de l'école.	1	2	3	4	9
12	Le personnel enseignant de notre école est de plus en plus habile à l'emploi de différentes stratégies d'enseignement.	1	2	3	4	9
13	Nos horaires et notre emploi du temps favorisent la planification entre collègues.	1	2	3	4	9
14	On planifie soigneusement l'enseignement de manière à offrir aux élèves une large gamme d'activités et d'expériences.	1	2	3	4	9
15	L'évaluation et la supervision du personnel enseignant reflètent les priorités et objectifs que s'est fixés notre école.	1	2	3	4	9
16	Je discute souvent de méthodes d'enseignement avec mes collègues.	1	2	3	4	9
17	L'école est bien dotée en fait de manuels et de matériel pédagogique.	1	2	3	4	9
18	Les enseignants et enseignantes se servent des résultats de l'évaluation des élèves pour planifier leurs cours ultérieurs.	1	2	3	4	9
19	Je collabore souvent avec mes collègues à l'élaboration du schéma des leçons et/ou à la conception de matériel pédagogique.	1	2	3	4	9
20	Je participe régulièrement à des activités de perfectionnement professionnel.	1	2	3	4	9
21	Le personnel enseignant de notre école cherche à obtenir un consensus dans l'établissement des priorités pour les années de transition.	1	2	3	4	9
22	Je partage mes compétences avec mes collègues en leur enseignant de nouvelles méthodes d'enseignement.	1	2	3	4	9
23	La mise en œuvre des initiatives des années de transition me motive beaucoup.	1	2	3	4	9
24	Le personnel enseignant a recours à un large éventail de méthodes d'évaluation afin d'évaluer de façon réaliste le rendement scolaire des élèves.	1	2	3	4	9

25 On peut compter sur le concours de membres compétents du personnel d'appoint (aides, remplaçants, etc.) pour la mise en œuvre de nos programmes.	1	2	3	4	9
26 Nous évaluons régulièrement les progrès accomplis en vue d'atteindre les objectifs de notre école en ce qui a trait aux années de transition.	1	2	3	4	9
27 Avant les initiatives des années de transition, le programme d'études en vigueur dans notre école était clairement rédigé et la majorité d'entre nous le comprenions bien.	1	2	3	4	9
28 Afin de mieux comprendre nos propres stratégies d'enseignement, nous observons nos collègues, puis échangeons nos commentaires.	1	2	3	4	9
29 Le programme d'études qui existait dans notre école avant le lancement de ce projet pilote avait été préparé conjointement par les enseignants et enseignantes.	1	2	3	4	9
30 Les installations de notre école facilitent la réalisation des priorités et des objectifs pour les années de transition.	1	2	3	4	9
31 Le personnel enseignant adopte une démarche de résolution de problèmes afin de donner à l'école des objectifs précis en ce qui a trait aux années de transition.	1	2	3	4	9
32 Nous travaillons actuellement à faire coïncider nos stratégies d'évaluation et nos objectifs pédagogiques.	1	2	3	4	9
33 Je m'engage à poursuivre les objectifs reliés aux initiatives des années de transition.	1	2	3	4	9
34 L'affectation des élèves à certaines classes se fonde principalement sur le programme d'études et sur les besoins de l'élève plutôt que sur les préférences du personnel enseignant ou de l'administration.	1	2	3	4	9
35 L'école prévoit suffisamment de temps de suppléance pour la planification et/ou les activités de perfectionnement professionnel.	1	2	3	4	9
36 Dans notre école, discuter des objectifs et des moyens de les atteindre est régulièrement inscrit à l'ordre du jour des réunions du personnel et/ou des séances de formation en cours d'emploi.	1	2	3	4	9
37 Mon emploi me satisfait.	1	2	3	4	9

Ne répondez aux questions suivantes que si vous enseignez dans une école de langue française.

38 Les secteurs de concentration autour desquels sont axés les projets pilotes pour les années de transition tiennent compte des besoins des enseignantes et enseignants en milieu minoritaire.	1	2	3	4	9

39 On peut facilement obtenir des ressources humaines et du matériel en français dans notre école. 1 2 3 4 9

40 Certaines contraintes propres aux écoles de langue française influent sur la mise en œuvre des initiatives des années de transition. 1 2 3 4 9

SECTION C : L'ORIGINE ET LA NATURE DU LEADERSHIP À L'ÉCOLE

La section C traite de l'origine et de la nature du leadership à votre école. Nous nous intéressons particulièrement à votre perception du rôle du leadership au sein de votre école.

Veuillez, dans un premier temps, indiquer qui a pris en main la mise en œuvre des initiatives des années de transition. Répondez à la question A en encerclant la ou les lettres qui conviennent.

A. L'origine du leadership

Qui, au sein de votre école, a pris en main la mise en œuvre des initiatives des années de transition ? *(Encerclez autant de réponses que nécessaire.)*

a) Le directeur ou la directrice

b) La directrice adjointe ou le directeur adjoint

c) L'administration de l'école (directeur ou directrice et directeur adjoint ou directrice adjointe)

d) Un comité formé de membres de l'administration et du corps enseignant, qui assume des responsabilités analogues dans d'autres domaines

e) Un comité formé de membres du corps enseignant, créé spécialement pour coordonner les initiatives des années de transition

f) Quelques membres du corps enseignant, à titre non officieux

g) Personne en particulier

h) Autre (précisez) _____

B. La nature du leadership

Les énoncés suivants présentent les diverses formes que peut prendre le leadership. Nous aimerions connaître dans quelle mesure, selon vous, cela correspond au leadership exercé au sein de votre école.

Veuillez indiquer votre perception de la situation, pour chacun des énoncés, en encerclant UN des codes suivants : 1 = fortement en désaccord; 2 = en désaccord; 3 = d'accord; 4 = fortement d'accord; 9 = sans objet. (Utilisez ce dernier le moins souvent possible.)

Le ou les chefs de file à mon école :

		FD	D	A	FA	S/O
1	Sont capables de surmonter la plupart des obstacles et possèdent le jugement nécessaire pour ce faire.	1	2	3	4	9
2	Organisent des programmes de formation complémentaire qui me permettent d'améliorer mes connaissances et mes compétences se rapportant aux années de transition.	1	2	3	4	9
3	Favorisent notre participation au processus d'élaboration des objectifs de notre école en ce qui a trait aux années de transition.	1	2	3	4	9
4	Mettent à ma disposition les ressources nécessaires pour assurer ma participation à la mise en œuvre des initiatives des années de transition.	1	2	3	4	9
5	Exigent un rendement supérieur de notre part.	1	2	3	4	9
6	Me forcent à réévaluer certaines notions fondamentales quant à mon travail avec les élèves des années de transition.	1	2	3	4	9
7	N'exigent que le strict minimum de notre part.	1	2	3	4	9
8	Reconnaissent souvent l'excellence de mes efforts.	1	2	3	4	9
9	Donnent l'exemple de façon concrète et non uniquement par des paroles.	1	2	3	4	9
10	Appellent le respect de toutes et de tous à l'école.	1	2	3	4	9
11	Encouragent les enseignantes et enseignants à viser des objectifs communs en ce qui a trait aux années de transition.	1	2	3	4	9
12	Me considèrent comme une personne ayant des compétences et des besoins particuliers.	1	2	3	4	9
13	M'incitent à réfléchir à l'enseignement que je dispense à mes élèves des années de transition.	1	2	3	4	9
14	Ont de grandes attentes à l'égard du personnel, en tant que professionnels.	1	2	3	4	9

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15	Sont satisfaits de notre rendement, en autant que les méthodes éprouvées fonctionnent toujours.	1	2	3	4	9
16	M'assurent que je peux obtenir ce que je désire en échange de mes efforts.	1	2	3	4	9
17	Nous font partager leur enthousiasme face aux réalisations possibles si nous travaillons de concert à la mise en œuvre des initiatives des années de transition.	1	2	3	4	9
18	Symbolisent, au sein de notre profession, le succès et le talent.	1	2	3	4	9
19	Adoptent des démarches visant la résolution de problèmes afin de définir, avec le personnel, les objectifs de l'école en ce qui a trait aux années de transition.	1	2	3	4	9
20	Tiennent compte de mon opinion lorsqu'ils entreprennent des actions qui influent sur mon travail.	1	2	3	4	9
21	Fournissent des renseignements qui m'aident à trouver des solutions pour mettre en œuvre les initiatives des années de transition.	1	2	3	4	9
22	Exigent que notre rendement soit le meilleur possible.	1	2	3	4	9
23	Nous incitent à nous affirmer et à agir comme des chefs de file.	1	2	3	4	9
24	Ne nous communiquent que les renseignements dont nous avons besoin pour accomplir notre tâche.	1	2	3	4	9
25	Me complimentent personnellement lorsque mon travail est excellent.	1	2	3	4	9
26	Nous transmettent une vision globale en ce qui concerne les années de transition.	1	2	3	4	9
27	Constituent de bons modèles à émuler.	1	2	3	4	9
28	Acceptent que nous prenions des initiatives sans toutefois nous encourager à le faire.	1	2	3	4	9
29	Cherchent à obtenir le consensus du personnel lorsqu'ils définissent les objectifs de l'école en ce qui a trait aux années de transition.	1	2	3	4	9
30	Ne changent pas l'ordre établi si tout va bien.	1	2	3	4	9

31	Nous incitent à évaluer régulièrement le progrès accompli en vue d'atteindre les objectifs que s'est fixés l'école en ce qui concerne les années de transition.	*1*	*2*	*3*	*4*	*9*
32	Ont un comportement qui témoigne un respect de mes besoins personnels.	*1*	*2*	*3*	*4*	*9*
33	Reconnaissent publiquement mes accomplissements, lorsqu'ils sont particulièrement bons.	*1*	*2*	*3*	*4*	*9*

SECTION D : RÉSULTATS DU PROCESSUS DE MISE EN ŒUVRE

Dans la section D, nous voulons connaître votre opinion des conséquences de la mise en œuvre des initiatives des années de transition sur les élèves. Or, il est peut-être trop tôt pour parler de résultats si vous venez d'entreprendre ces démarches. C'est pourquoi nous aimerions connaître votre avis sur les résultats déjà obtenus et sur ceux à venir.

Veuillez répondre aux deux questions en encerclant UN des codes suivants : 1 = fortement en désaccord; 2 = en désaccord; 3 = d'accord; 4 = fortement d'accord; 9 = sans objet. (N'utilisez ce dernier que si le résultat ne constitue pas un objectif particulier de votre mise en œuvre.)

Question A : L'objectif a-t-il été atteint jusqu'à présent ?

Question B : L'objectif sera-t-il atteint à l'avenir par suite de vos initiatives des années de transition ?

		A : Jusqu'à présent				B : À l'avenir				
		FD	D	A	FA	FD	D	A	FA	S/O
1	Les élèves ont une attitude plus positive à l'égard de l'école et des études.	*1*	*2*	*3*	*4*	*1*	*2*	*3*	*4*	*9*
2	L'estime de soi des élèves s'est accrue.	*1*	*2*	*3*	*4*	*1*	*2*	*3*	*4*	*9*
3	Les élèves sont plus enclins à travailler en équipe.	*1*	*2*	*3*	*4*	*1*	*2*	*3*	*4*	*9*
4	Les élèves ont une idée plus précise de leurs objectifs professionnels et personnels.	*1*	*2*	*3*	*4*	*1*	*2*	*3*	*4*	*9*
5	Les élèves ont une idée plus précise de leurs buts en matière d'études.	*1*	*2*	*3*	*4*	*1*	*2*	*3*	*4*	*9*
6	Plus grande assiduité aux cours.	*1*	*2*	*3*	*4*	*1*	*2*	*3*	*4*	*9*

7	Diminution du décrochage.	1	2	3	4	1	2	3	4	9
8	Les élèves qui commencent leur cours secondaire éprouvent moins de difficultés à s'adapter.	1	2	3	4	1	2	3	4	9
9	Les élèves de 9e année éprouvent moins de difficultés lors de la transition aux années de spécialisation.	1	2	3	4	1	2	3	4	9
10	Peu de problèmes de discipline et de renvois.	1	2	3	4	1	2	3	4	9
11	Plus d'élèves qu'auparavant réussissent sur le plan scolaire.	1	2	3	4	1	2	3	4	9

Ne répondez aux questions suivantes que si vous enseignez dans une école de langue française.

12	Amélioration des compétences en français.	1	2	3	4	1	2	3	4	9
13	Meilleure connaissance de la réalité franco-ontarienne.	1	2	3	4	1	2	3	4	9

SECTION E : RENSEIGNEMENTS GÉNÉRAUX

1. Quel poste occupez-vous présentement ? *(Cochez une seule réponse.)*

___ Enseign. à temps partiel ___ Enseign. à plein temps

___ Chef de département/division ___ Chef adjoint de département/division

___ Directeur ou directrice ___ Directeur adjoint/directrice adjointe

___ Autre (précisez)

2. Depuis combien de temps occupez-vous un poste administratif (p. ex. : directrice, directeur adjoint) ? *(Cochez une seule réponse.)*

___ 1 à 2 ans ___ 6 à 10 ans ___ plus de 19 ans

___ 3 à 5 ans ___ 11 à 19 ans ___ sans objet

3. Depuis combien de temps (y compris la présente année) enseignez-vous ? *(Cochez une seule réponse.)*

___ 1 à 2 ans ___ 6 à 10 ans ___ plus de 19 ans

___ 3 à 5 ans ___ 11 à 19 ans

4. Depuis combien de temps travaillez-vous à cette école (y compris la présente année) ? *(Cochez une seule réponse.)*

___ 1 à 2 ans ___ 6 à 10 ans ___ plus de 19 ans

___ 3 à 5 ans ___ 11 à 19 ans

5. Est-ce une école élémentaire ___ ou secondaire ___ ? *(Cochez une seule réponse.)*

6. Quel est, approximativement, l'effectif étudiant ? _____

7. À votre avis, quel est le revenu familial moyen de vos élèves ? (En Ontario, le revenu familial moyen s'élève à environ 57 300 $.) *(Cochez une seule réponse.)*

___ Légèrement inférieur à la moyenne provinciale

___ Semblable

___ Considérablement supérieur à la moyenne provinciale

8. Quels types d'emplois occupent le ou les principaux salariés de la famille de vos élèves ? *(Cochez une seule réponse.)*

___ Des postes n'exigeant que des connaissances et des compétences de base

___ Cols bleus et cols blancs

___ Professionnels ou gestionnaires

9. Votre sexe : ___ Femme ___ Homme

10. Votre groupe d'âge :

___ moins de 30 ans ___ 40 à 49 ans ___ plus de 60 ans

___ 30 à 39 ans ___ 50 à 59 ans

Nous vous remercions d'avoir consenti à remplir ce questionnaire. Veuillez nous le retourner dans l'enveloppe ci-jointe à l'adresse suivante :

Institut d'études pédagogiques de l'Ontario
Centre de formation des leaders
252, rue Bloor Ouest
Toronto (Ontario)
M5S 1V6

5.2
Survey of Transition Years Content

TRANSITION YEARS PILOT PROJECTS

STAFF SURVEY

PROJECT CONTENT

Spring 1992

The purpose of this survey is to identify the substantive areas being addressed in the Transition Years pilot projects currently underway across Ontario. The survey is for teachers and principals involved in Ministry-funded pilot projects that are exploring ways of easing student transition both from childhood to adolescence and from elementary to secondary school.

As you will recall, this research is a requirement for Ministry-funded pilots and includes three surveys: the survey of change processes that you have already completed; this survey of project content; and a survey of a sample of students being done within a few weeks. The information gathered by the surveys will assist the Ministry and school boards in developing policies and programs for Transition Years students.

You are asked to use your Ministry pilot project and related activities as the general context for responding to this survey. The term "Transition Years initiatives" refers to the whole range of activities undertaken in response to the Ministry directive.

This questionnaire is divided into eight sections: organizational characteristics, student assessment, teacher inservice, student support services, school organization, core curriculum, curriculum integration and school community relations. **You are asked to respond to the first section and, for the remaining seven sections, respond to those sections that deal with components addressed by your pilot project.**

Please record your responses on this instrument as directed and then return the questionnaire in the stamped, self-addressed envelope provided. The anonymity of all respondents is guaranteed; the data will be aggregated for all analysis and reporting. A brief summary of survey results will be distributed to participating schools next school year.

Thank you for your cooperation in this research.

Prepared by the OISE Centre for Leadership Development
for the Transition Years Research Project
of the Ontario Ministry of Education

30 _____
School Number

ORGANIZATIONAL CHARACTERISTICS

***All participants** are asked to answer the questions on this page.*

For each of the following items, circle <u>one</u> response option: N = Never; R = Rarely; S = Sometimes; F = Frequently; A = Always. Use NA = Not Applicable as infrequently as possible.

1.	Our school is a "learning" organization.	*N*	*R*	*S*	*F*	*A*	*NA*
2.	Teachers here share knowledge freely.	*N*	*R*	*S*	*F*	*A*	*NA*
3.	Teachers here are not afraid to ask for help.	*N*	*R*	*S*	*F*	*A*	*NA*
4.	We are not easily convinced of our successes.	*N*	*R*	*S*	*F*	*A*	*NA*
5.	People in our school are inquiry focused.	*N*	*R*	*S*	*F*	*A*	*NA*
6.	Staff participation in school-wide matters (e.g., committees, councils) helps to reduce information overload for the individual.	*N*	*R*	*S*	*F*	*A*	*NA*
7.	Teachers in our school are willing to offer help to colleagues.	*N*	*R*	*S*	*F*	*A*	*NA*
8.	We tend to agree about how the school functions.	*N*	*R*	*S*	*F*	*A*	*NA*
9.	We often question our beliefs about education (e.g., about teaching, learning, school work).	*N*	*R*	*S*	*F*	*A*	*NA*
10.	Our school is an interconnected system.	*N*	*R*	*S*	*F*	*A*	*NA*
11.	Staff here are willing to try something new.	*N*	*R*	*S*	*F*	*A*	*NA*
12.	Teachers talk to one another a lot in our school.	*N*	*R*	*S*	*F*	*A*	*NA*

Reminder: The remaining seven sections deal with *student assessment, teacher inservice, student support services, school organization, core curriculum, curriculum integration, and school community relations.* **Respond <u>only</u> to those sections that deal with components being addressed in your pilot project.** Leave the other sections blank. Please use the NA category only for individual items within sections that you are doing. Use the blank side on the relevant page if you want to add comments about your pilot.

STUDENT ASSESSMENT

Answer only if student assessment is a component of your Transition Years initiative.

For each of the following items, circle <u>one</u> response option: N = Never; R = Rarely; S = Sometimes; F = Frequently; A = Always. Use NA = Not Applicable as infrequently as possible.

1.	I use student self-evaluation as an assessment strategy.	N	R	S	F	A	NA
2.	I use peer evaluation as an assessment strategy.	N	R	S	F	A	NA
3.	My colleagues at school and I agree about criteria for student assessment in the Transition Years.	N	R	S	F	A	NA
4.	My assessment practices motivate student learning.	N	R	S	F	A	NA
5.	I use non-test methods (e.g., observation, interview) for assessing student performance.	N	R	S	F	A	NA
6.	The match between my student assessment practices and intended learning outcomes is high.	N	R	S	F	A	NA
7.	I compare students' current performance to their previous level of performance.	N	R	S	F	A	NA
8.	Students need to meet or exceed clearly defined standards in my class.	N	R	S	F	A	NA
9.	I use student assessment information for planning individual programs.	N	R	S	F	A	NA
10.	My colleagues at school and I agree about achievement standards for Transition Years students.	N	R	S	F	A	NA
11.	I assess student products (e.g., project reports, essays, portfolios).	N	R	S	F	A	NA
12.	I attend professional development activities focused on student assessment.	N	R	S	F	A	NA
13.	I tell my students what aspects of their work I am evaluating.	N	R	S	F	A	NA
14.	I tell my students the criteria that I use to evaluate their achievement.	N	R	S	F	A	NA
15.	I use student assessment information to provide specific feedback to students.	N	R	S	F	A	NA
16.	I assess Transition Years students' higher order thinking skills.	N	R	S	F	A	NA
17.	I use a sophisticated method (e.g., weighted average) for combining marks from throughout the term when determining final grades .	N	R	S	F	A	NA

TEACHER INSERVICE

Answer only if teacher inservice is a component of your Transition Years initiative.

For each of the following items, circle <u>one</u> response option: N = Never; R = Rarely; S = Sometimes; F = Frequently; A = Always. Use NA = Not Applicable as infrequently as possible.

1.	Inservice activities strengthen professional relationships within my school.	N	R	S	F	A	NA
2.	Our inservice draws on the available research on effective classroom practice.	N	R	S	F	A	NA
3.	Our inservice is intended to make a contribution to what is known about effective classroom practice.	N	R	S	F	A	NA
4.	We help identify the appropriate goals for our inservice.	N	R	S	F	A	NA
5.	We have significant input into how our inservice is done.	N	R	S	F	A	NA
6.	We participate in meaningful evaluation of our own inservice.	N	R	S	F	A	NA
7.	We assess our own needs for professional development related to implementing the Transition Years initiative.	N	R	S	F	A	NA
8.	Our professional growth is enhanced by how the school administration delegates leadership to teachers.	N	R	S	F	A	NA
9.	Our inservice includes opportunities to practice what we learn and then discuss our experiences.	N	R	S	F	A	NA
10.	Our inservice program uses a wide variety of strategies (e.g,, observation, demonstration, discussion, practice and feedback, peer coaching).	N	R	S	F	A	NA
11.	We study the rationale for introducing the Transition Years initiative as part of our inservice.	N	R	S	F	A	NA
12.	Developing curriculum for the Transition Years provides opportunities for our own professional development.	N	R	S	F	A	NA
13.	Our inservice includes a sharing of expertise across elementary and secondary panels.	N	R	S	F	A	NA

Respond to questions 14 to 16 only if your school is a French Language school.

14.	Professional development resources are available in French.	N	R	S	F	A	NA
15.	Teachers involved in the Transition Years initiative in our school have access to inservice in French.	N	R	S	F	A	NA
16.	Teachers involved in the Transition Years initiative in our school receive inservice mostly in English.	N	R	S	F	A	NA

STUDENT SUPPORT SERVICES

Answer only if guidance/student support services are a component of your Transition Years initiative.

For each of the following items, circle one response option: N = Never; R = Rarely; S = Sometimes; F = Frequently; A = Always. Use NA = Not Applicable as infrequently as possible.

1.	We use teacher-advisor programs to assist students.	*N*	*R*	*S*	*F*	*A*	*NA*
2.	Guidance/student support services personnel are involved in implementing the Transition Years initiative.	*N*	*R*	*S*	*F*	*A*	*NA*
3.	Inservice for teachers supports our guidance/student support services.	*N*	*R*	*S*	*F*	*A*	*NA*
4.	The administration views the Guidance/Student Services Department as playing a central role in the school.	*N*	*R*	*S*	*F*	*A*	*NA*
5.	Career planning is a central focus of the Guidance/Student Services Department.	*N*	*R*	*S*	*F*	*A*	*NA*
6.	Peer counselling is used to provide counselling services for our students.	*N*	*R*	*S*	*F*	*A*	*NA*
7.	Individual counselling is used to provide counselling services for our students.	*N*	*R*	*S*	*F*	*A*	*NA*
8.	Group counselling is used to provide counselling services for our students.	*N*	*R*	*S*	*F*	*A*	*NA*
9.	There are formalized and ongoing contacts between the elementary and secondary school guidance personnel.	*N*	*R*	*S*	*F*	*A*	*NA*
10.	Specialized programs for assisting youth in crisis are a part of the school guidance program.	*N*	*R*	*S*	*F*	*A*	*NA*
11.	Parents are involved in the guidance/student support services in our school.	*N*	*R*	*S*	*F*	*A*	*NA*
12.	The school staff perceives the guidance program to be effective.	*N*	*R*	*S*	*F*	*A*	*NA*
13.	The school administration (e.g., principal, vice principal, department/division heads) participates in orienting students to secondary school.	*N*	*R*	*S*	*F*	*A*	*NA*
14.	Teachers are involved in delivering aspects of the guidance/ student support services as part of their regular class work.	*N*	*R*	*S*	*F*	*A*	*NA*
15.	My guidance/student support role is an important part of my job as a Transition Years teacher.	*N*	*R*	*S*	*F*	*A*	*NA*
16.	Cross-curricular instruction teams include guidance/student support personnel.	*N*	*R*	*S*	*F*	*A*	*NA*

Respond to question 17 only if your school is a French Language school.

17.	Guidance/student support services in our school encourage students to pursue their education in French.	*N*	*R*	*S*	*F*	*A*	*NA*

SCHOOL ORGANIZATION

Answer only if altering your school's organization is a component of your Transition Years initiative.

For each of the following items, circle <u>one</u> response option: N = Never; R = Rarely; S = Sometimes; F = Frequently; A = Always. Use NA = Not Applicable as infrequently as possible.

1.	Students in the Transition Years are assigned to classes of heterogeneous ability groups.	*N*	*R*	*S*	*F*	*A*	*NA*
2.	Students in the Transition Years work in heterogeneous ability groups within their classes.	*N*	*R*	*S*	*F*	*A*	*NA*
3.	Homogeneous ability grouping of students is limited to a small proportion of Transition Years students' schedules.	*N*	*R*	*S*	*F*	*A*	*NA*
4.	Gifted students work in homogeneous ability groups in one or two areas of especially high aptitude or interest.	*N*	*R*	*S*	*F*	*A*	*NA*
5.	Other students work in homogeneous ability groups in those areas in which they experience special difficulty.	*N*	*R*	*S*	*F*	*A*	*NA*
6.	Criteria used to allocate students to homogeneous groups focus only on instructional purposes.	*N*	*R*	*S*	*F*	*A*	*NA*
7.	Procedures for allocating students to a homogeneous group provide for review of allocation decisions and reallocation.	*N*	*R*	*S*	*F*	*A*	*NA*
8.	The most talented teachers possible are recruited to teach lower ability students.	*N*	*R*	*S*	*F*	*A*	*NA*
9.	More than average resources are allocated to lower ability students.	*N*	*R*	*S*	*F*	*A*	*NA*
10.	Student timetables provide for an extended block of time with one or two teachers.	*N*	*R*	*S*	*F*	*A*	*NA*
11.	Home-base classes have been organized to increase students' sense of belonging.	*N*	*R*	*S*	*F*	*A*	*NA*
12.	Transition Years teachers work in teams in which several teachers assume responsibility for the same group of students.	*N*	*R*	*S*	*F*	*A*	*NA*
13.	Activities involving both elementary and secondary students are used to ease transition to secondary school.	*N*	*R*	*S*	*F*	*A*	*NA*
14.	Alternative programs are available to accommodate students at risk (e.g., co-op placement, work experience, remediation).	*N*	*R*	*S*	*F*	*A*	*NA*

CORE CURRICULUM

Answer only if implementing a core curriculum is a component of your Transition Years initiative.

1. Which of the following most closely describes your approach to a core curriculum? (Check one only.)

___ A prescribed core of traditional subjects is being taken by all Transition Years students. A particular subject is designated as core because that discipline is viewed as essential .

___ Essential competencies have been identified as desirable outcomes for all students. The competencies are developed within the prescribed core of traditional subjects.

___ Essential competencies have been identified as desirable outcomes for all students. The competencies are developed within all subjects offered to students in the Transition Years (i.e., no specific disciplines are designated as core).

___ Essential competencies have been identified as desirable outcomes for all students. Development of these competences is the focus of an interdisciplinary program that integrates two or more subject areas.

___ Other (Specify)_____

_____

For each of the following items, circle <u>one</u> response option: N = Never; R = Rarely; S = Sometimes; F = Frequently; A = Always. Use NA = Not Applicable as infrequently as possible.

2.	Our core curriculum provides coherence across subject areas.	*N*	*R*	*S*	*F*	*A*	*NA*
3.	Our core curriculum is used to reduce fragmentation in student programs.	*N*	*R*	*S*	*F*	*A*	*NA*
4.	Provision of instruction of higher quality is central to our core curriculum.	*N*	*R*	*S*	*F*	*A*	*NA*
5.	Our core curriculum enhances the relevance of students' education to their own experiences.	*N*	*R*	*S*	*F*	*A*	*NA*
6.	Our core curriculum stimulates a broad range of student achievement (i.e., beyond the intellectual-cognitive area).	*N*	*R*	*S*	*F*	*A*	*NA*
7.	Our core curriculum emphasizes developing students' commitment to learning.	*N*	*R*	*S*	*F*	*A*	*NA*
8.	Our core curriculum develops students as well-rounded human beings.	*N*	*R*	*S*	*F*	*A*	*NA*
9.	Specifics of the core curriculum are being developed primarily by teachers within our school.	*N*	*R*	*S*	*F*	*A*	*NA*
10.	Team teaching is used to deliver our core curriculum.	*N*	*R*	*S*	*F*	*A*	*NA*
11.	Larger than normal time blocks are provided to deliver the core curriculum.	*N*	*R*	*S*	*F*	*A*	*NA*
12.	A broad repertoire of teaching strategies is required for delivery of our core curriculum.	*N*	*R*	*S*	*F*	*A*	*NA*

CURRICULUM INTEGRATION

Only answer if curriculum integration is a component of your Transition Years initiative.

For each of the following items, circle one response option: N = Never; R = Rarely; S = Sometimes; F = Frequently; A = Always. Use NA = Not Applicable as infrequently as possible.

1. To what extent do the following statements describe your approach to curriculum integration?

Fusing different subjects into a single subject (e.g., English and social studies into humanities)	N	R	S	F	A	NA
Inserting elements from one subject into another subject without changing the structure of the latter (e.g., exploring the art of the relevant period within a history unit)	N	R	S	F	A	NA
Drawing connections and noting parallels between subjects that are taught separately (e.g., drawing on communication skills within the science curriculum or teaching related topics concurrently in different subjects)	N	R	S	F	A	NA
Reducing some of the differences among subjects for greater compatibility across subjects (e.g., agreeing on a common way to carry out inquiry in various subjects)	N	R	S	F	A	NA
Organizing thematic units around topics that integrate subjects within a coherent whole (e.g., using a topic selected by students as the unifying principle for cross-curricular study)	N	R	S	F	A	NA
Other (specify)_____	N	R	S	F	A	NA

2. There is consensus among teachers who are developing an integrated curriculum.	N	R	S	F	A	NA
3. Student assessment and evaluation procedures reflect the intended outcomes of the integrated curriculum.	N	R	S	F	A	NA
4. The integrated curriculum is giving greater control to students in determining their learning.	N	R	S	F	A	NA
5. Curriculum integration makes meaningful linkages between the curriculum and students' own lives and experiences.	N	R	S	F	A	NA
6. Curriculum integration helps students connect with the world outside school through "real life" learning skills and applications.	N	R	S	F	A	NA
7. Curricula are being modified to help students discover connections and commonalties across disciplines.	N	R	S	F	A	NA
8. Teachers of different subject areas are working together to reduce redundancies in their curricula.	N	R	S	F	A	NA
9. I use instructional strategies that are compatible with those used by teachers in other areas of the curriculum.	N	R	S	F	A	NA
10. I help students understand how particular topics being studied currently relate to the curriculum area as a whole.	N	R	S	F	A	NA

SCHOOL COMMUNITY RELATIONS

Answer only if building stronger relationships with your community is a component of your Transition Years initiative.

For each of the following items, circle <u>one</u> response option: N = Never; R = Rarely; S = Sometimes; F = Frequently; A = Always. Use NA = Not Applicable as infrequently as possible.

1.	Most members of the local community view our school in a positive light.	*N*	*R*	*S*	*F*	*A*	*NA*
2.	Our school promotes clear, two-way communication between school and family regarding school programs.	*N*	*R*	*S*	*F*	*A*	*NA*
3.	Teacher-parent interaction is encouraged.	*N*	*R*	*S*	*F*	*A*	*NA*
4.	Our school helps parents develop as influential decision-makers within the school.	*N*	*R*	*S*	*F*	*A*	*NA*
5.	Our school involves parents in instructional and support roles in the school.	*N*	*R*	*S*	*F*	*A*	*NA*
6.	Our school provides parents with knowledge of techniques to assist children in learning at home.	*N*	*R*	*S*	*F*	*A*	*NA*
7.	Our school encourages parent involvement in children's homework.	*N*	*R*	*S*	*F*	*A*	*NA*
8.	Our school provides access to community support services for children and families.	*N*	*R*	*S*	*F*	*A*	*NA*
9.	Our school responds to the expressed needs of different community groups.	*N*	*R*	*S*	*F*	*A*	*NA*
10.	The business/industrial sector cooperates with our school in implementing co-operative education programs for the Transition Years.	*N*	*R*	*S*	*F*	*A*	*NA*
11.	Members of the community are used as specialized resources in the regular curriculum.	*N*	*R*	*S*	*F*	*A*	*NA*
12.	Our school involves members of the community in program development.	*N*	*R*	*S*	*F*	*A*	*NA*
13.	Our school involves members of the community in policy planning and review.	*N*	*R*	*S*	*F*	*A*	*NA*

Respond to question 14 only if your school is a French Language school.

14.	Our school promotes the "fait francais" in the local community.	*N*	*R*	*S*	*F*	*A*	*NA*

Thank you very much for completing this questionnaire. Please return the completed questionnaire in the envelope provided to:

OISE Centre for Leadership Development
252 Bloor Street West
TORONTO ON M5S 1V6

LES PROJETS PILOTES DES ANNÉES DE TRANSITION

SONDAGE AUPRÈS DU PERSONNEL

LES SECTEURS DE CONCENTRATION

Printemps 1992

Le présent sondage vise à déterminer quels secteurs de concentration font l'objet de projets pilotes pour les années de transition. Il s'adresse au personnel enseignant et de direction qui participent aux projets pilotes financés par le Ministère visant à faciliter les deux transitions majeures qu'effectuent les élèves à ce stade : de l'enfance à l'adolescence et de l'école élémentaire à l'école secondaire.

Comme vous le savez, cette étude répond à une condition émise par le Ministère et comporte trois volets. Le premier sondage, auquel vous avez déjà répondu, portait sur le processus d'innovation en milieu scolaire. Le deuxième, que vous avez entre les mains, est axé sur les secteurs de concentration des projets pilotes et le dernier s'adresse aux élèves et sera effectué dans quelques semaines. L'information ainsi recueillie permettra au Ministère et aux conseils scolaires d'élaborer des politiques et des programmes qui répondent aux besoins des élèves des années de transition.

Pour répondre au questionnaire, fondez-vous sur le projet pilote existant à votre école ainsi que sur les activités connexes. L'expression « les initiatives des années de transition », utilisée dans le présent document, renvoie à toutes les activités entreprises en réponse aux directives du Ministère pour faciliter le processus de transition.

Le sondage comporte huit sections : caractéristiques de l'organisme, évaluation des élèves, la formation en cours d'emploi pour le personnel enseignant, les services à l'élève, l'organisation scolaire, le programme de base, l'intégration des matières et les relations entre l'école et la collectivité. **Veuillez répondre à la <u>première</u> section <u>et</u>, parmi les autres sections, <u>à celles qui se rapportent plus particulièrement à votre projet pilote</u>.**

Veuillez suivre les instructions et retourner le sondage dans l'enveloppe affranchie et préadressée ci-jointe. L'anonymat est garanti. Dans les rapports et les analyses, les données seront fondues en un tout. Au cours de la prochaine année scolaire, nous distribuerons à tous les conseils scolaires qui ont participé à cette enquête un résumé des résultats obtenus.

Nous vous remercions de votre collaboration.

Préparé par le Centre de formation des leaders de l'IEPO
pour le projet de recherche sur les années de transition
du ministère de l'Éducation de l'Ontario

_____
Code de l'école

CARACTÉRISTIQUES DE L'ÉTABLISSEMENT

Tous les répondants doivent répondre aux énoncés ci-dessous.

Pour chaque énoncé, veuillez encercler un des codes suivants : J = jamais; R = rarement; P = parfois; S = souvent; T = toujours; S/0 = sans objet. (Utilisez ce dernier le moins souvent possible.)

1	Notre école a créé un climat propice à l'apprentissage.	J	R	P	S	T	S/O
2	Les enseignantes et les enseignants partagent volontiers leurs connaissances.	J	R	P	S	T	S/O
3	Les enseignantes et les enseignants n'hésitent pas à demander de l'aide.	J	R	P	S	T	S/O
4	Nous doutons de nos réussites sur le plan scolaire.	J	R	P	S	T	S/O
5	La curiosité est un des traits qui caractérise le personnel de notre école.	J	R	P	S	T	S/0
6	La participation des membres du personnel aux divers conseils et comités de l'école permet d'alléger la quantité d'information devant être assimilée par chaque personne.	J	R	P	S	T	S/O
7	Les enseignantes et les enseignants n'hésitent pas à s'entraider.	J	R	P	S	T	S/O
8	En général, nous nous entendons sur le fonctionnement de l'école.	J	R	P	S	T	S/O
9	Nous remettons régulièrement en question nos croyances en matière d'éducation (sur l'enseignement, l'apprentissage, les travaux scolaires, par exemple).	J	R	P	S	T	S/O
10	Notre école est un tout extrêmement complexe.	J	R	P	S	T	S/O
11	Notre personnel est prêt à innover.	J	R	P	S	T	S/O
12	Les enseignantes et les enseignants communiquent beaucoup entre eux.	J	R	P	S	T	S/O

Rappel : Les sections qui suivent portent sur *l'évaluation des élèves, la formation en cours d'emploi pour le personnel enseignant, les services à l'élève, l'organisation scolaire, le programme de base, l'intégration des matières et les relations entre l'école et la collectivité.* Ne répondez qu'aux sections qui se rapportent à votre projet pilote. N'utilisez pas le code S/O pour répondre aux sections qui ne vous concernent pas. Réservez-le aux énoncés qui se trouvent dans les sections auxquelles vous répondez. Si vous désirez ajouter quelques commentaires sur un aspect particulier de votre projet pilote, faites-le au verso de la page correspondante.

ÉVALUATION DES ÉLÈVES

Ne répondez à ces questions que si elles s'appliquent à votre initiative des années de transition.

Pour chaque énoncé, veuillez encercler un des codes suivants : J = jamais; R = rarement; P = parfois; S = souvent; T = toujours; S/O = sans objet. (Utilisez ce dernier le moins souvent possible.)

1 Une de mes stratégies d'évaluation consiste à demander aux élèves de s'auto-évaluer.	J	R	P	S	T	S/O
2 Une de mes stratégies d'évaluation consiste à demander aux élèves d'évaluer leurs camarades.	J	R	P	S	T	S/O
3 Mes collègues et moi sommes d'accord quant aux critères en matière d'évaluation des élèves des années de transition.	J	R	P	S	T	S/O
4 Mes méthodes d'évaluation incitent les élèves à apprendre.	J	R	P	S	T	S/O
5 J'ai recours à d'autres méthodes que des tests (l'observation et l'entrevue, par ex.) pour évaluer le rendement des élèves.	J	R	P	S	T	S/O
6 Il y a une grande concordance entre les méthodes d'évaluation des élèves que j'emploie et les résultats d'apprentissage escomptés.	J	R	P	S	T	S/O
7 Je compare le rendement actuel des élèves à leur rendement antérieur.	J	R	P	S	T	S/O
8 En classe, je m'attends à ce que les élèves atteignent ou dépassent les normes établies pour des tâches précises.	J	R	P	S	T	S/O
9 Pour planifier des programmes individualisés, j'utilise l'information de l'évaluation des élèves.	J	R	P	S	T	S/O
10 Mes collègues et moi sommes d'accord quant aux normes de rendement pour les élèves des années de transition.	J	R	P	S	T	S/O
11 J'évalue le produit fini des élèves (les rapports de projet, les dissertations et les portfolios, par ex.)	J	R	P	S	T	S/O
12 Je participe à des activités de perfectionnement professionnel traitant de l'évaluation des élèves.	J	R	P	S	T	S/O
13 J'explique aux élèves quels éléments de leur travail font l'objet d'une évaluation.	J	R	P	S	T	S/O
14 J'explique aux élèves les critères dont je me sers pour évaluer leur rendement.	J	R	P	S	T	S/O
15 L'information qui découle de l'évaluation des élèves me permet de les renseigner de façon précise sur leurs progrès.	J	R	P	S	T	S/O
16 J'évalue les aptitudes de réflexion supérieures des élèves des années de transition.	J	R	P	S	T	S/O

17	Pour déterminer la note finale, je me sers d'une méthode complexe (pondération de la moyenne, par ex.) visant ainsi à combiner les notes obtenues tout au long du semestre.	J	R	P	S	T	S/O

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

LA FORMATION EN COURS D'EMPLOI POUR LE PERSONNEL ENSEIGNANT

Ne répondez à ces questions que si elles s'appliquent à votre initiative des années de transition.

Pour chaque énoncé, veuillez encercler un des codes suivants : J = jamais; R = rarement; P = parfois; S = souvent; T = toujours; S/O = sans objet. (Utilisez ce dernier le moins souvent possible.)

1	Dans mon école, les programmes de formation en cours d'emploi consolident les relations de travail.	J	R	P	S	T	S/O
2	Nos programmes de formation en cours d'emploi s'appuient sur la recherche en matière d'enseignement efficace.	J	R	P	S	T	S/O
3	Nos programmes de formation en cours d'emploi nous permettent de contribuer aux connaissances déjà acquises en matière d'enseignement efficace.	J	R	P	S	T	S/O
4	Nous participons à l'établissement d'objectifs précis pour la formation en cours d'emploi.	J	R	P	S	T	S/O
5	Nous contribuons grandement à déterminer le déroulement des programmes de formation en cours d'emploi.	J	R	P	S	T	S/O
6	Nous collaborons étroitement à l'évaluation des programmes de formation en cours d'emploi.	J	R	P	S	T	S/O
7	Nous évaluons nos propres besoins en matière de perfectionnement professionnel relié à la mise en œuvre des initiatives des années de transition.	J	R	P	S	T	S/O
8	La manière dont l'administration scolaire délègue le leadership aux enseignantes et aux enseignants favorise leur croissance professionnelle.	J	R	P	S	T	S/O
9	Les programmes de formation en cours d'emploi nous permettent de mettre en pratique les connaissances nouvellement acquises, puis d'en discuter avec nos collègues.	J	R	P	S	T	S/O
10	Notre programme de formation en cours d'emploi fait appel à un large éventail de stratégies, notamment l'observation, la démonstration, la discussion, la pratique et la rétroaction et l'enseignement mutuel.	J	R	P	S	T	S/O
11	Un des éléments du programme de formation en cours d'emploi est l'examen des principes qui sous-tendent les initiatives des années de transition.	J	R	P	S	T	S/O
12	L'élaboration de programmes d'études pour les années de transition nous offre de nombreuses occasions de perfectionnement professionnel.	J	R	P	S	T	S/O

13 Notre formation en cours d'emploi est conçue de façon à favoriser les échanges entre le palier élémentaire et le palier secondaire. J R P S T S/O

Répondez aux questions suivantes si vous travaillez dans une école de langue française.

14 On met à notre disposition des ressources en français sur le perfectionnement professionnel. J R P S T S/O

15 À notre école, on offre des programmes de formation en cours d'emploi en français au personnel enseignant des années de transition. J R P S T S/O

16 À notre école, on offre surtout des programmes de formation en cours d'emploi en anglais au personnel enseignant des années de transition. J R P S T S/O

♦♦♦♦♦♦♦♦♦♦

LES SERVICES À L'ÉLÈVE

Ne répondez à ces questions que si elles s'appliquent à votre initiative des années de transition.

Pour chaque énoncé, veuillez encercler un des codes suivants : **J** = jamais; **R** = rarement; **P** = parfois; **S** = souvent; **T** = toujours; **S/O** = sans objet. (Utilisez ce dernier le moins souvent possible.)

1 Certains enseignants et enseignantes agissent à titre de conseillers auprès des élèves qui en ont besoin. J R P S T S/O

2 Le personnel des services d'orientation et des services à l'élève participe à la mise en œuvre des initiatives des années de transition. J R P S T S/O

3 Les programmes de formation en cours d'emploi étayent les services d'orientation et les services à l'élève. J R P S T S/O

4 L'administration considère que le personnel des services d'orientation et des services aux élèves joue un rôle important au sein de l'école. J R P S T S/O

5 Le choix des carrières est un élément essentiel des services d'orientation et des services à l'élève. J R P S T S/O

6 Le personnel des services d'orientation a recours au counselling par les camarades. J R P S T S/O

7 Le personnel des services d'orientation offre des séances individuelles de counselling. J R P S T S/O

8 Le personnel des services d'orientation offre des séances de counselling de groupe. J R P S T S/O

9 Il existe des liens officiels et permanents entre les départements d'orientation des écoles élémentaires et secondaires. J R P S T S/O

10 Le personnel des services d'orientation offre des programmes spéciaux à l'intention des élèves en situation de crise. J R P S T S/O

11 Les parents offrent leurs services au département d'orientation et des services à l'élève de notre école.	J	R	P	S	T	S/O
12 Le personnel de l'école considère que le programme d'orientation est efficace.	J	R	P	S	T	S/O
13 Les chefs de départements et les membres de la direction aident à orienter les élèves qui effectuent la transition entre l'école élémentaire et l'école secondaire.	J	R	P	S	T	S/O
14 Répondre aux questions des élèves en matière d'orientation fait partie de la tâche normale des enseignants et des enseignants.	J	R	P	S	T	S/O
15 Je considère que mon rôle d'orienteur ou d'orienteuse est une des principales composantes de mon travail comme enseignant ou enseignante des années de transition.	J	R	P	S	T	S/O
16 On retrouve au sein des équipes chargées de l'enseignement interdisciplinaire des membres du personnel des services d'orientation et des services à l'élève.	J	R	P	S	T	S/O

Répondez à la question suivante si vous travaillez dans une école de langue française.

17 À notre école, le personnel des services d'orientation et des services à l'élève incite les jeunes à poursuivre leurs études en français.	J	R	P	S	T	S/O

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

L'ORGANISATION SCOLAIRE

Ne répondez à ces questions que si elles s'appliquent à votre initiative des années de transition.

Pour chaque énoncé, veuillez encercler un des codes suivants : J = jamais; R = rarement; P = parfois; S = souvent; T = toujours; S/O = sans objet. (Utilisez ce dernier le moins souvent possible.)

1 On admet les élèves des années de transition à des classes constituées selon la méthode du groupement hétérogène.	J	R	P	S	T	S/O
2 Les élèves des années de transition sont regroupés, au sein de leurs classes, selon la méthode du groupement hétérogène.	J	R	P	S	T	S/O
3 Le groupement des élèves par niveau d'habileté n'occupe qu'une petite place dans l'emploi du temps des élèves des années de transition.	J	R	P	S	T	S/O
4 On regroupe les élèves surdoués par niveau d'habileté dans une ou deux disciplines nécessitant des aptitudes d'ordre supérieur.	J	R	P	S	T	S/O
5 On regroupe les autres élèves par niveau d'habileté seulement dans les matières qui leur posent des difficultés particulières.	J	R	P	S	T	S/O
6 Les critères pour admettre un élève dans un groupe homogène sont fondés uniquement sur les buts pédagogiques visés pour ce type d'arrangement particulier.	J	R	P	S	T	S/O

7	Les procédures pour admettre un élève à un groupe homogène prévoient la révision des décisions d'admission et, le cas échéant, l'admission à un autre groupe.	J	R	P	S	T	S/O
8	Les enseignantes et les enseignants les plus compétents sont recrutés pour enseigner aux groupes d'élèves possédant des aptitudes inférieures.	J	R	P	S	T	S/O
9	On affecte davantage de ressources aux élèves possédant des aptitudes inférieures.	J	R	P	S	T	S/O
10	L'emploi du temps des élèves prévoit des périodes d'étude prolongées avec un ou deux enseignants.	J	R	P	S	T	S/O
11	On a instauré des classes titulaires afin d'intensifier le sentiment d'appartenance des élèves.	J	R	P	S	T	S/O
12	Les membres du personnel enseignant des années de transition travaille en équipes au sein desquelles plusieurs d'entre eux s'occupent des mêmes groupes d'élèves.	J	R	P	S	T	S/O
13	Afin de faciliter la transition entre le palier élémentaire et le palier secondaire, on a mis sur pied des activités à l'intention de ces deux groupes d'élèves.	J	R	P	S	T	S/O
14	Afin de répondre aux besoins des élèves à risque, on offre divers programmes de rechange, tels l'enseignement par alternance, les stages en milieu de travail et les programmes de rattrapage.	J	R	P	S	T	S/O

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

LE PROGRAMME DE BASE

Ne répondez à ces questions que si elles s'appliquent à votre initiative des années de transition.

1 Lequel des énoncés suivants décrit le mieux votre définition d'un programme de base? (Ne cochez qu'une seule réponse.)

___ Un programme de base est un ensemble de matières traditionnelles obligatoires pour tous les élèves des années de transition. Les matières choisies pour en faire partie sont jugées essentielles.

___ On a défini des objectifs relativement aux connaissances fondamentales à l'intention de tous les élèves. Ils ont été élaborés à partir d'un programme de base obligatoire.

___ On a défini des objectifs relativement aux connaissances fondamentales à l'intention de tous les élèves. Ils ont été élaborés à partir de tous les cours offerts aux élèves des années de transition; en d'autres mots, il n'y a pas de programme de base.

___ On a défini des objectifs relativement aux connaissances fondamentales à l'intention de tous les élèves. Pour faciliter l'apprentissage, on a conçu un programme interdisciplinaire intégrant deux matières ou plus.

___ Autre (précisez) _____

_____

Pour chaque énoncé, veuillez encercler un des codes suivants : J = jamais; R = rarement; P = parfois; S = souvent; T = toujours; S/0 = sans objet. (Utilisez ce dernier le moins souvent possible.)

2 Le programme de base assure la cohésion de toutes les matières enseignées.	J	R	P	S	T	S/O
3 Le programme de base vise à diminuer la fragmentation des programmes scolaires.	J	R	P	S	T	S/O
4 Le programme de base vise d'abord et avant tout à offrir une instruction de qualité supérieure.	J	R	P	S	T	S/O
5 Le programme de base met en lumière l'intime rapport qui existe entre l'instruction dispensée aux élèves et leur vécu.	J	R	P	S	T	S/O
6 Le programme de base encourage les élèves à élargir l'éventail de leurs accomplissements au-delà du domaine intellectuel et cognitif.	J	R	P	S	T	S/O
7 L'objet premier du programme de base est d'intensifier la volonté d'apprendre des élèves.	J	R	P	S	T	S/O
8 Le programme de base vise à fournir aux élèves une éducation équilibrée et complète.	J	R	P	S	T	S/O
9 Le personnel enseignant de notre école est essentiellement responsable de déterminer les détails du programme de base.	J	R	P	S	T	S/O
10 On a recours à l'enseignement en équipe pour dispenser le programme de base.	J	R	P	S	T	S/O
11 On accorde des périodes plus longues à l'enseignement des matières faisant partie du programme de base.	J	R	P	S	T	S/O
12 Pour enseigner le programme de base, on a recours à un large éventail de stratégies pédagogiques.	J	R	P	S	T	S/O

♦♦♦♦♦♦♦♦♦♦

L'INTÉGRATION DES MATIÈRES

Ne répondez à ces questions que si elles s'appliquent à votre initiative des années de transition.

Pour chaque énoncé, veuillez encercler un des codes suivants : J = jamais; R = rarement; P = parfois; S = souvent; T = toujours; S/0 = sans objet. (Utilisez ce dernier le moins souvent possible.)

1 Dans quelle mesure les énoncés suivants s'appliquent-ils à votre démarche en matière d'intégration des matières ?						
Fusionner différentes matières en une seule (par ex., le français et les sciences sociales deviennent les sciences humaines).	J	R	P	S	T	S/O

	Incorporer des éléments d'une matière à une autre matière sans toutefois changer la structure de cette dernière (par ex. traiter, pendant un cours d'histoire, des artistes de l'époque).	J	R	P	S	T	S/O
	Établir des liens et des parallèles entre des matières enseignées séparément (par ex. faire appel aux aptitudes de communication des élèves durant un cours de science ou aborder simultanément des sujets se rattachant à plusieurs matières).	J	R	P	S	T	S/O
	Amenuiser certaines différences entre les matières de façon à accroître leur compatibilité (par ex. convenir d'une méthode unique de recherche dans différentes matières).	J	R	P	S	T	S/O
	Organiser des unités thématiques visant à intégrer les matières dans un ensemble cohésif (par ex. prendre comme principe unificateur un thème qu'auront choisi les élèves).	J	R	P	S	T	S/O
	Autre (précisez) _____	J	R	P	S	T	S/O
	_____	J	R	P	S	T	S/O
2	Les enseignantes et les enseignants chargés d'élaborer le programme interdisciplinaire sont arrivés à un accord général.	J	R	P	S	T	S/O
3	L'évaluation des élèves et les procédures adoptées reflètent les objectifs visés par le programme interdisciplinaire.	J	R	P	S	T	S/O
4	Grâce à l'intégration des matières, les élèves ont plus d'autonomie quant à leur apprentissage.	J	R	P	S	T	S/O
5	L'intégration des matières établit des liens probants entre le programme d'études et le vécu des élèves.	J	R	P	S	T	S/O
6	L'intégration des matières aide les élèves à comprendre le monde extérieur en leur enseignant certaines compétences essentielles et comment les mettre en pratique.	J	R	P	S	T	S/O
7	On modifie les programmes d'études afin d'aider les élèves à découvrir les rapports et les ressemblances qui existent entre les disciplines.	J	R	P	S	T	S/O
9	Les enseignants et les enseignantes des diverses disciplines collaborent afin d'éliminer les aspects redondants du programme de base.	J	R	P	S	T	S/O
10	J'ai adopté des stratégies pédagogiques qui se conjuguent bien à celles employées par mes collègues.	J	R	P	S	T	S/O
11	J'aide les élèves à comprendre comment certains des thèmes qu'ils étudient actuellement se rattachent à l'ensemble de leur programme d'études.	J	R	P	S	T	S/O

LES RELATIONS ENTRE L'ÉCOLE ET LA COLLECTIVITÉ

Ne répondez à ces questions que si elles s'appliquent à votre initiative des années de transition.

Pour chaque énoncé, veuillez encercler un des codes suivants : J = jamais; R = rarement; P = parfois; S = souvent; T = toujours; S/O = sans objet. (Utilisez ce dernier le moins souvent possible.)

1	En général, notre école jouit d'une bonne réputation au sein de la collectivité.	J	R	P	S	T	S/O
2	Nous favorisons une communication directe et réciproque entre le milieu scolaire et les familles en ce qui a trait aux programmes d'études.	J	R	P	S	T	S/O
3	On encourage les échanges entre le personnel enseignant et les parents.	J	R	P	S	T	S/O
4	Notre école aide les parents à devenir des intervenants-clé au sein de l'école.	J	R	P	S	T	S/O
5	Notre école aide les parents à jouer un rôle important, tant pédagogique que de soutien.	J	R	P	S	T	S/O
6	Notre école met à la disposition des parents des renseignements sur certaines techniques qu'ils peuvent utiliser à la maison pour faciliter l'apprentissage de leurs enfants.	J	R	P	S	T	S/O
7	Notre école incite les parents à s'intéresser aux devoirs de leurs enfants.	J	R	P	S	T	S/O
8	Notre école facilite l'accès des enfants et des familles aux services communautaires et de soutien.	J	R	P	S	T	S/O
9	Notre école répond aux besoins exprimés par divers groupes communautaires.	J	R	P	S	T	S/O
10	Les milieux des affaires et de l'industrie créent des partenariats avec notre école en mettant sur pied des programmes d'éducation coopérative à l'intention des élèves des années de transition.	J	R	P	S	T	S/O
11	Nous faisons appel à des membres de la collectivité afin d'enrichir le programme d'études courant.	J	R	P	S	T	S/O
12	Des membres de la collectivité participent à l'élaboration des programmes d'études.	J	R	P	S	T	S/O
13	Des membres de la collectivité participent à la planification et à l'examen des politiques.	J	R	P	S	T	S/O

Répondez à la question suivante si vous travaillez dans une école de langue française.

14	Notre école met en valeur le « fait français » dans la collectivité.	J	R	P	S	T	S/O

Nous vous remercions d'avoir consenti à remplir ce questionnaire. Veuillez nous le retourner dans l'enveloppe ci-jointe à l'adresse suivante : Centre de formation des leaders de l'IEPO
252, rue Bloor Ouest
Toronto (Ontario) M5S 1V6

5.3
Survey of Student Participation and Identification

TRANSITION YEARS PILOT PROJECTS

STUDENT SURVEY

Spring 1992

INSTRUCTIONS TO STUDENTS:

The purpose of this survey is to obtain information about you and how you feel about school. The information will be used in an effort to improve education for students in grades 7 to 9. Therefore, please read the instructions carefully and answer each question as honestly as possible.

You should be able to complete this survey in about 20 minutes. Your responses to the questionnaire will be **anonymous** and will be combined with those of other students to reveal patterns. Responses from your school will be put together before they are combined with responses from the other schools. Therefore, we would like you to print the name of your school on the blank below.

Thank you for your cooperation.

Name of your school:_____

Prepared by the OISE Centre for Leadership Development
for the Transition Years Research Project
of the Ontario Ministry of Education

Part 1: Participation In School Activities

*We are interested in the extent to which you agree or disagree with the following statements. For each statement, circle **one** response: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree. Use **NA** = Not Applicable/Don't Know as little as possible.*

1.	I put a lot of energy into my schoolwork.	SD	D	A	SA	NA
2.	I enjoy giving my opinion during class discussions.	SD	D	A	SA	NA
3.	I make decisions about what I do in class.	SD	D	A	SA	NA
4.	I rarely daydream in my class(es).	SD	D	A	SA	NA
5.	I decide what to do for projects and assignments.	SD	D	A	SA	NA
6.	I often ask questions in class.	SD	D	A	SA	NA
7.	In my class(es) we vote on decisions affecting everyone.	SD	D	A	SA	NA
8.	I always finish my schoolwork on time.	SD	D	A	SA	NA
9.	As a student I have helped to decide what the rules will be for our school.	SD	D	A	SA	NA
10.	I often have discussions with my teachers about things that I find interesting.	SD	D	A	SA	NA
11.	I do all the homework that I am expected to do.	SD	D	A	SA	NA
12.	The rules in our school are fair to students.	SD	D	A	SA	NA
13.	I often do extra schoolwork to find out more about something that interests me.	SD	D	A	SA	NA
14.	I always respond when the teacher asks me questions during class.	SD	D	A	SA	NA
15.	I do a lot of extra reading for my own benefit.	SD	D	A	SA	NA
16.	My teachers encourage me to make my own decisions about what I want to get out of school.	SD	D	A	SA	NA
17.	Work in my class(es) is not often interrupted.	SD	D	A	SA	NA
18.	Participating in school events (e.g., games, dances, plays) is a very important part of my life at school.	SD	D	A	SA	NA

19. On an average night during the week I spend the following amount of time doing homework. (*Check (√) only one.*)

a) none a_____
b) less than 30 minutes b_____
c) 30 to 60 minutes c_____
d) 1 to 2 hours d_____
e) more than 2 hours e_____

20. Since the Christmas break, about how many times have you:
(*For each of the following write the number on the blank at the right.*)

a) been late for school _____
b) skipped a class (without permission) _____
c) been absent for a whole day _____
d) been sent to the office because of misbehavior _____
e) had a detention _____
f) been suspended _____

Part 2: Participation in Extracurricular Activities

1. I participate in school activities in the following ways:
*(For each of the following circle one response: **N** = Never, **R** = Rarely, **S** = Sometimes, **F** = Frequently, or **A** = Always. NA = Not Applicable/None in our school)*

a)	As a spectator at sports events	*N*	*R*	*S*	*F*	*A*	*NA*
b)	By participating in sports events	*N*	*R*	*S*	*F*	*A*	*NA*
c)	As a spectator at other school events (e.g., plays, musicals, etc.)	*N*	*R*	*S*	*F*	*A*	*NA*
d)	By participating in other school events (e.g., plays, musicals, etc.)	*N*	*R*	*S*	*F*	*A*	*NA*
e)	By attending school dances	*N*	*R*	*S*	*F*	*A*	*NA*
f)	By participating in one-day special events (e.g., Winter Carnival, dress-up days)	*N*	*R*	*S*	*F*	*A*	*NA*
g)	Other (specify) _____	*N*	*R*	*S*	*F*	*A*	

2. I am a member of the following school organizations this year:

(Enter the number(s) for those you belong to on the blanks to the right. You may select more than one and up to eight.)

01	Areobics	19 Basketball	1 _____
02	Art Club	20 Cross Country	
03	Chess/games Club	21 Curling	2 _____
04	Computer Club	22 Golf	
05	Environmental Club	23 Rugby	3 _____
06	Gymnastics	24 Ski Team	
07	Martial Arts Club	25 Hockey	4 _____
08	Music (band/orchestra)	26 Soccer	
09	Music (vocal group)	27 Football	5 _____
10	Newspaper	28 Track and Field	
11	Yearbook	29 Volleyball	6 _____
12	Photography	30 Baseball	
13	Recycling	31 Athletic Council	7 _____
14	Students Against Driving Drunk (SADD)	32 Student Council/Cabinet	
15	School Show (Play/Musical)	33 Houseform Rep.	8 _____
16	Drama Club	34 Stage Crew	
17	Dance Club	35 Other (specify)	
18	Badminton	_____	

Part 3. Views on Education

*For each of the following, circle **one** response: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree. Use **NA** = Not Applicable/Don't Know as little as possible.*

1.	The most important things that happen to me usually happen at school.	SD	D	A	SA	NA
2.	I think schoolwork is really important.	SD	D	A	SA	NA
3.	My parents/guardians make sure I do my homework before having free time.	SD	D	A	SA	NA
4.	Good marks at school are important to me.	SD	D	A	SA	NA
5.	I like the way teachers teach in most of my classes.	SD	D	A	SA	NA
6.	I am proud of my school.	SD	D	A	SA	NA
7.	I really enjoy school most of the time.	SD	D	A	SA	NA
8.	Everyone should get as much education as they can.	SD	D	A	SA	NA
9.	The books and equipment I need are available to me.	SD	D	A	SA	NA
10.	I am constantly challenged in class.	SD	D	A	SA	NA
11.	My schoolwork is helping me to prepare for life after I finish school.	SD	D	A	SA	NA
12.	Most of my teachers relate schoolwork to my future life.	SD	D	A	SA	NA
13.	My teachers use a lot of different activities to teach their lessons.	SD	D	A	SA	NA
14.	My parents/guardians encourage me to participate in extracurricular activities or events.	SD	D	A	SA	NA
15.	We have the right number of quizzes, tests and exams in my courses.	SD	D	A	SA	NA
16.	The things I learn in school are useful in my life outside school.	SD	D	A	SA	NA
17.	My parents/guardians always know whether or not I am at school.	SD	D	A	SA	NA
18.	My parents/guardians usually go to parents' nights and special school events.	SD	D	A	SA	NA

Part 4: Views on Atmosphere for Learning

*For each of the following, circle **one** response: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree. Use **NA** = Not Applicable/Don't Know as little as possible.*

1. Most of my classes are well-organized.	SD	D	A	SA	NA
2. Most of my teachers go out their way to help students.	SD	D	A	SA	NA
3. School spirit is very high in my school.	SD	D	A	SA	NA
4. I feel that I "belong" at this school.	SD	D	A	SA	NA
5. Most of my teachers are interested in me as a person.	SD	D	A	SA	NA
6. I have made many friends in my school.	SD	D	A	SA	NA
7. My teachers often discuss my work with me.	SD	D	A	SA	NA
8. I often discuss my schoolwork with my parents/guardians.	SD	D	A	SA	NA
9. Most of my teachers treat me the same as other students.	SD	D	A	SA	NA
10. Most of my teachers are willing to spend extra time with me.	SD	D	A	SA	NA
11. Most of my teachers expect me to think hard.	SD	D	A	SA	NA
12. Most of my teachers make me feel comfortable in class.	SD	D	A	SA	NA
13. I am rarely bored in class.	SD	D	A	SA	NA
14. Study aids at home (e.g., books, an encyclopedia, magazines or computer) help me do better schoolwork.	SD	D	A	SA	NA
15. I have gotten to know other students in our school really well.	SD	D	A	SA	NA
16. I get along with most other students in my school.	SD	D	A	SA	NA
17. My parents/guardians always are willing to help me with my schoolwork.	SD	D	A	SA	NA
18. My teachers spend time just talking with me.	SD	D	A	SA	NA
19. Most of my teachers seem to understand me.	SD	D	A	SA	NA
20. I often have conversations about major world events with my parents/guardians.	SD	D	A	SA	NA
21. I get along with most of my teachers.	SD	D	A	SA	NA

Part 4: Continued

22. I have my own work space at home that is fairly quiet for doing homework and school projects.	SD	D	A	SA	NA
23. My parents/guardians ensure that I have a healthy diet and enough sleep.	SD	D	A	SA	NA

Part 5: Views on My School Work

*For each of the following, circle **one** response: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree. Use **NA** = Not Applicable/Don't Know as little as possible.*

1. I am able to understand most of the material covered in class.	SD	D	A	SA	NA
2. I feel confident that I will be successful in school.	SD	D	A	SA	NA
3. I am doing well at school.	SD	D	A	SA	NA
4. I will graduate from high school.	SD	D	A	SA	NA
5. I am satisfied with my marks.	SD	D	A	SA	NA

6. Compared with other students in my class(es) my ability is:
(*Check (√) <u>one</u> of the following.*)

a) among the best a_____
b) above average b_____
c) about average c_____
d) below average d_____
e) among the worst e_____
f) don't know f_____

Background:

1. How old are you? _____

2. Are you male or female? Please (√) check.

Male _____

Female _____

3. In which grade are you? _____

Part 6: Views Related to French Language Education

Do Part 6 only if you are going to a French language school.

*For each of the following, circle **one** response: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree. Use **NA** = Not Applicable/Don't Know as little as possible.*

1.	I like going to a French language school.	SD	D	A	SA	NA
2.	I would prefer going to an English language school.	SD	D	A	SA	NA
3.	Most of my friends are French speaking.	SD	D	A	SA	NA
4.	I speak mostly French with my friends at school.	SD	D	A	SA	NA
5.	I plan to continue my education in French after high school.	SD	D	A	SA	NA
6.	I discuss issues related to being francophone with my parents and friends.	SD	D	A	SA	NA
7.	I consider myself to be a francophone.	SD	D	A	SA	NA
8.	I consider myself to be franco-Ontarian.	SD	D	A	SA	NA

9. What language is spoken at home? (Check (√) one.)

a) mostly French _____

b) mostly English _____

c) both French and English _____

Thank you for completing this questionnaire.

LES PROJETS PILOTES DES ANNÉES DE TRANSITION

SONDAGE AUPRÈS DES ÉLÈVES

Printemps 1992

INSTRUCTIONS AUX ÉLÈVES :

L'objet de ce sondage est de mieux vous connaître et d'obtenir votre opinion sur l'école. Grâce à ces renseignements, nous espérons pouvoir améliorer l'enseignement que l'on dispense aux élèves de la 7e à la 9e année. Veuillez lire attentivement les instructions et répondre aussi honnêtement que possible à chaque question.

Il vous suffira de vingt minutes pour répondre au sondage. **L'anonymat est garanti.** Les réponses de tous les élèves seront combiné de manière à faire ressortir les similitudes et les différences. Puis les données de votre école seront fondues en un tout avant d'être combinées à celles des autres écoles. C'est pourquoi nous vous demandons le nom de votre école.

Nous vous remercions de votre collaboration.

Nom de votre école : _____

(En lettres majuscules, s.v.p.)

Préparé par le Centre de formation des leaders de l'IEPO
pour le projet de recherche sur les années de transition
du ministère de l'Éducation de l'Ontario

1re partie : Participation aux activités scolaires

Indique ton impression de chacun des énoncés en encerclant un des codes suivants :
1 = pas du tout d'accord; 2 = pas d'accord; 3 = d'accord; 4 = fortement d'accord;
9 = sans objet/ne sais pas. (Utilise ce dernier le moins souvent possible.)

1. Je consacre beaucoup d'énergie à mes travaux scolaires.	1	2	3	4	9
2. J'aime participer aux discussions en classe.	1	2	3	4	9
3. Je décide ce que je fais en classe.	1	2	3	4	9
4. Je rêvasse rarement en classe.	1	2	3	4	9
5. Je choisis le sujet de mes projets et de mes travaux.	1	2	3	4	9
6. Je pose souvent des questions en classe.	1	2	3	4	9
7. Dans ma classe, on vote sur les décisions qui touchent tous les élèves.	1	2	3	4	9
8. Je finis toujours mes devoirs à temps.	1	2	3	4	9
9. J'ai participé à définir les règlements de mon école.	1	2	3	4	9
10. Je discute souvent avec les enseignantes et les enseignants de mes intérêts.	1	2	3	4	9
11. Je fais tous les travaux que l'on m'assigne.	1	2	3	4	9
12. Nos règlements scolaires sont justes à l'égard des élèves.	1	2	3	4	9
13. Il m'arrive souvent de faire des travaux supplémentaires afin d'explorer davantage les sujets qui m'intéressent.	1	2	3	4	9
14. En classe, je réponds toujours aux questions que me pose l'enseignante ou l'enseignant.	1	2	3	4	9
15. Je fais beaucoup de lectures supplémentaires par curiosité personnelle.	1	2	3	4	9
16. Le personnel enseignant m'encourage à décider moi-même ce que je veux retirer de mon expérience à l'école.	1	2	3	4	9
17. On interrompt rarement nos classes.	1	2	3	4	9
18. Participer aux événements organisés par l'école (tournois, danses, pièces de théâtre, etc.) est très important pour moi.	1	2	3	4	9

19. En moyenne, combien d'heures consacres-tu chaque soir à tes devoirs ? (Ne coche (√) qu'une seule réponse.)

a) zéro a ____

b) moins de 30 minutes b ____

c) de 30 à 60 minutes c ____

d) de 1 à 2 heures d ____

e) plus de 2 heures e ____

20. Depuis les vacances de Noël, combien de fois as-tu : *(Pour chaque réponse, écris le nombre de fois que cela s'est produit.)*

a) été en retard _____

b) manqué un cours (sans permission) _____

c) été absent ou absente durant 1 journée entière _____

d) été envoyée ou envoyé à la direction pour mauvaise conduite _____

e) été en retenue _____

f) été renvoyée ou renvoyé de l'école _____

2e partie : Participation aux activités parascolaires

1 Dans quelle mesure participes-tu aux activités suivantes ?

Pour chaque énoncé, encercle un des codes suivants : J = jamais; R = rarement; P = parfois; S = souvent; T = toujours; S/O = sans objet/ne sais pas. (Utilise ce dernier le moins souvent possible.)

a) Assister aux tournois sportifs	J	R	P	S	T	S/O
b) Participer aux tournois sportifs	J	R	P	S	T	S/O
c) Assister à d'autres activités organisées par l'école (pièces de théâtre, spectacles, etc.)	J	R	P	S	T	S/O
d) Participer à d'autres activités organisées par l'école (pièces de théâtre, spectacles, etc.)	J	R	P	S	T	S/O

e) Aller aux danses organisées par l'école. J R P S T S/O

f) Participer aux événements spéciaux (carnaval, journée du déguisement, etc.) J R P S T S/O

g) Autres (préciser) J R P S T

_____

2 Cette année, je fais partie des groupes suivants :

(Dans la colonne de droite, note les numéros correspondant aux clubs dont tu fais partie. Maximum : 8.)

01 Aérobie	19 Basket-ball	1 _____
02 Club artistique	20 Ski de fond	
03 Club d'échec/jeux divers	21 Curling	2 _____
04 Club informatique	22 Golf	
05 Club écologique	23 Rugby	3 _____
06 Gymnastique	24 Équipe de ski	
07 Arts martiaux	25 Hockey	4 _____
08 Harmonie ou orchestre	26 Soccer	
09 Chorale	27 Football	5 _____
10 Journal de l'école	28 Athlétisme	
11 Annuaire de l'école	29 Volley-ball	6 _____
12 Club de photo	30 Base-ball	
13 Club de recyclage	31 Conseil d'athlétisme	7 _____
14 Élèves contre l'alcoolisme au volant	32 Conseil étudiant	
15 Organisation des spectacles pour l'école	33 Représentant de classe au conseil	8 _____
16 Club d'art dramatique	34 Technique de scène	
17 Club de danses sociales	35 Autre (préciser)	
18 Badminton	_____	

3e partie : Ton opinion sur l'éducation

Pour chacun des énoncés suivants, encercle un des codes suivants : 1 = pas du tout d'accord; 2 = pas d'accord; 3 = d'accord; 4 = fortement d'accord; 9 = sans objet/ne sais pas. (Utilise ce dernier le moins souvent possible.)

1. Les événements les plus importants de ma vie se produisent habituellement à l'école.	1	2	3	4	9
2. Les travaux scolaires sont importants.	1	2	3	4	9
3. Mes parents (mes tuteurs) veillent à ce que je termine mes devoirs avant de m'amuser.	1	2	3	4	9
4. Il est important d'obtenir de bonnes notes à l'école.	1	2	3	4	9
5. J'aime la façon dont on enseigne la plupart de mes cours.	1	2	3	4	9
6. Mon école me remplit de fierté.	1	2	3	4	9
7. La plupart du temps, j'aime beaucoup l'école.	1	2	3	4	9
8. Toute personne devrait s'instruire autant que possible.	1	2	3	4	9
9. On met à ma disposition les livres et le matériel dont j'ai besoin.	1	2	3	4	9
10. Mes cours me posent constamment des défis.	1	2	3	4	9
11. Mes travaux scolaires me préparent bien pour l'avenir.	1	2	3	4	9
12. La plupart des enseignantes et enseignants rattachent mon expérience à l'école à ce que me réserve l'avenir.	1	2	3	4	9
13. Les enseignantes et les enseignants utilisent une large gamme d'activités pour enseigner.	1	2	3	4	9
14. Mes parents (mes tuteurs) m'encouragent à participer aux activités parascolaires.	1	2	3	4	9
15. On nous donne suffisamment de quizz, de tests et d'examens.	1	2	3	4	9
16. Ce que j'apprends à l'école m'est utile à l'extérieur de l'école.	1	2	3	4	9
17. Mes parents (mes tuteurs) savent toujours si je suis à l'école ou non.	1	2	3	4	9
18. Habituellement, mes parents (mes tuteurs) assistent aux réunions de parents et aux événements spéciaux qu'organise l'école.	1	2	3	4	9

4e partie : Ton opinion sur le climat de l'école

Pour chacun des énoncés suivants, encercle un des codes suivants : 1 = pas du tout d'accord; 2 = pas d'accord; 3 = d'accord; 4 = fortement d'accord; 9 = sans objet/ne sais pas. (Utilise ce dernier le moins souvent possible.)

1.	La plupart de mes cours sont bien organisés.	1	2	3	4	9
2.	La plupart des enseignantes et des enseignants nous aident énormément.	1	2	3	4	9
3.	Nous avons un esprit d'équipe très fort à l'école.	1	2	3	4	9
4.	J'ai l'impression « d'appartenir » à cette école.	1	2	3	4	9
5.	La plupart des enseignantes et des enseignants s'intéressent à moi en tant qu'individu.	1	2	3	4	9
6.	Je me suis fait plusieurs camarades à l'école.	1	2	3	4	9
7.	Je discute souvent de mes travaux avec les enseignantes et les enseignants.	1	2	3	4	9
8.	Je discute souvent de mes devoirs avec mes parents (mes tuteurs).	1	2	3	4	9
9.	La plupart des enseignantes et des enseignants me traitent de la même façon que les autres élèves.	1	2	3	4	9
10.	La plupart des enseignantes et des enseignants sont prêts à passer plus de temps avec moi.	1	2	3	4	9
11.	La plupart des enseignantes et des enseignants s'attendent à ce que je réfléchisse beaucoup.	1	2	3	4	9
12.	Je me sens bien dans la plupart de mes cours.	1	2	3	4	9
13.	Je m'ennuie rarement en classe.	1	2	3	4	9
14.	Posséder du matériel d'apprentissage à la maison (par exemple, des livres, une encyclopédie, des revues ou un ordinateur) m'aide à faire mes devoirs.	1	2	3	4	9
15.	J'ai créé des liens d'amitié très solides avec d'autres élèves de mon école.	1	2	3	4	9
16.	Je m'entends bien avec la plupart des autres élèves.	1	2	3	4	9
17.	Mes parents (mes tuteurs) sont toujours prêts à m'aider à faire mes devoirs.	1	2	3	4	9

18. Les enseignantes et les enseignants prennent le temps de me parler.	1	2	3	4	9
19. La plupart des enseignantes et des enseignants semblent me comprendre.	1	2	3	4	9
20. Je discute souvent avec mes parents (mes tuteurs) des principaux événements mondiaux.	1	2	3	4	9
21. Je m'entends bien avec la plupart des enseignantes et des enseignants.	1	2	3	4	9
22. Chez moi, on m'a réservé un espace où je peux faire mes devoirs et mes projets en toute tranquillité.	1	2	3	4	9
23. Mes parents (mes tuteurs) veillent à ce que je mange bien et que je dorme suffisamment.	1	2	3	4	9

5e partie : Ton opinion sur les travaux scolaires

Pour chacun des énoncés suivants, encercle un des codes suivants : 1 = pas du tout d'accord; 2 = pas d'accord; 3 = d'accord; 4 = fortement d'accord; 9 = sans objet/ne sais pas. (Utilise ce dernier le moins souvent possible.)

1. Je comprends la majeure partie de ce qu'on m'enseigne.	1	2	3	4	9
2. Je ne doute pas de réussir à l'école.	1	2	3	4	9
3. Je réussis bien à l'école.	1	2	3	4	9
4. J'obtiendrai mon diplôme d'école secondaire.	1	2	3	4	9
5. Je suis satisfaite ou satisfait de mes notes.	1	2	3	4	9

6. Par rapport aux autres élèves dans mes cours, mes compétences sont :
(Coche (√) une seule réponse.)

a) parmi les meilleures a ____

b) au-dessus de la moyenne b ____

c) dans la moyenne c ____

d) sous la moyenne d ____

e) parmi les pires e ____

f) je ne sais pas f ____

Renseignements généraux :

1. **Quel âge as-tu ?** _____

2. **Ton sexe** *(coche (√) une des réponses)* :

   Féminin ____ **Masculin** ____

3. **En quelle année es-tu ?** _____

6e partie : Ton opinion sur l'éducation en français

Pour chacun des énoncés suivants, encercle un des codes suivants : 1 = pas du tout d'accord; 2 = pas d'accord; 3 = d'accord; 4 = fortement d'accord; 9 = sans objet/ne sais pas. (Utilise ce dernier le moins souvent possible.)

1. J'aime fréquenter une école de langue française.	1	2	3	4	9
2. Je préférerais aller à une école de langue anglaise.	1	2	3	4	9
3. La plupart de mes camarades sont des Francophones.	1	2	3	4	9
4. La plupart du temps, je parle français avec mes camarades.	1	2	3	4	9
5. J'ai l'intention de poursuivre mes études en français après le secondaire.	1	2	3	4	9
6. Je discute des questions de francophonie avec mes parents et mes camarades.	1	2	3	4	9
7. Je me considère comme un ou une Francophone.	1	2	3	4	9
8. Je me considère comme un Franco-Ontarien ou une Franco-Ontarienne.	1	2	3	4	9

9. **Quelle langue parle-t-on à la maison ? (Coche (√) une des réponses.)**

   a) surtout français _____

   b) surtout anglais _____

   c) les deux langues _____

Merci d'avoir répondu au questionnaire.

5.4
The School Survey

School Number _____

School Questionnaire

(to be completed by the principal and returned in the attached envelope with the student surveys)

Please provide the following "thumbnail sketch" of your school. If you are not sure of specific numbers, feel free to estimate.

1. Our school was originally built in _____ (*year*)

2. We currently have _____ (*number*) portable classrooms.

3. We have _____ (*number*) of students enroled in grades 7 through 9.

4. At our school _____ (*number*) classes are directly affected by our Transition Years pilot project.

5. The ethnic composition of our school is (*check √ one*)

   highly mixed (heterogeneous) _____

   somewhat mixed (dominant ethnic group no more than 50%) _____

   predominantly made up of two ethnic groups _____

   predominantly made up of one ethnic group (homogeneous) _____

6. Our students are mostly from (*check √ one*)

   economically disadvantaged families _____

   middle class families _____

   upper middle class families _____

   highly mixed (heterogeneous) _____

7. I would estimate that about _____% of our students are from "broken" homes or single parent families.

8. Additional comments:

Numéro d'identification de l'école : _____

Données concernant l'école

(ce questionnaire doit être complété par le directeur ou la directrice et renvoyé dans l'enveloppe fournie avec les sondages des élèves)

Pouvez-vous, s'il vous plaît, nous fournir les renseignements suivants. Si vous n'êtes pas certain ou certaine des chiffres exacts, vous pouvez les estimer.

1. Notre école a été construite en _____ (année).

2. Nous avons actuellement _____ (nombre) classes portatives.

3. Nous avons _____ (nombre) élèves inscrits en 7e, 8e et 9e années.

4. Dans notre école _____ (nombre) classes sont directement impliquées dans le projet pilote des années de transition.

5. La composition ethnique de notre école est (cochez une seule case)

-très diversifiée (population hétérogène) _____
-moyennement diversifiée (le groupe ethnique dominant ne représente pas plus de 50% de la population totale) _____
-composée majoritairement de deux groupes ethniques _____
-composée majoritairement d'un seul groupe ethnique (population homogène) _____

6. Nos élèves sont issus dans la majorité (cochez une seule case)

-de familles économiquement désavantagées _____
-de familles de classe moyenne _____
-de familles de classe moyenne supérieure _____
-de milieux socio-économiques très diversifiés _____

7. J'estime qu'environ _____ % de nos élèves sont issus de familles mono-parentales ou séparées.

8. Commentaires supplémentaires :

5.5
A Note on Path Analysis

5.5 A Note on Path Analysis

Many readers will be unfamiliar with path analysis. For those who are interested in knowing more about what is involved, a brief description is provided here. Readers not interested may wish to skip this explanation. Path analysis is a method used to assess the adequacy of a given theoretical model in social and behavioral sciences (Hoelter, 1983). It was used in this study to analyze the relationships among the out-of-school characteristics and processes, leadership, in-school characteristics and processes, student outcome and educational practice variables. It was performed using LISREL VI analysis of the covariance structure approach to path analysis and maximum likelihood estimates (Jöreskog & Sörbom, 1989). LISREL uses the covariance matrix and the sample size obtained from the input data to calculate the path coefficients in the model by imposing the model on the data. Path coefficients can be estimated to assess the extent to which specific relations are statistically significant. In this study, data for the covariance matrix were obtained from responses to the survey questionnaires. A covariance matrix is generally analyzed and path coefficients in covariance forms are obtained. However, in many behavioral sciences applications, these path coefficients have no definite meaning and the results are difficult to interpret. For this reason, in common practice, a correlation matrix is often analyzed as if it is a covariance matrix (Jöreskog & Sörbom, 1989: 47).

LISREL also provides two methods of evaluating the "goodness-of-fit" of the theoretical model to the data:

1. Cuttance and Ecob (1987) suggested that models with an AGFI (adjusted goodness-of-fit index) of less than .80 are inadequate and the most acceptable models would have AGFI index of .90 or more (Cuttance & Ecob, 1987: 260).

2. Carmines and McIver (1981) suggested that the ratio of chi-square to the degrees of freedom within a range of 2 to 3 indicate an adequate fit of the model to the data.

References

Carmines, E. G., & McIver, J. P. (1981). Analyzing models with unbiased variables: Analysis of covariance structures. In G. W. Bohrnstedt and E. F. Borgatta (Eds.), *Social Measurement: Current Issues*.. Beverley Hills, CA: Sage.

Cuttance, P., & Ecob, R. (Eds.). (1987). *Structural modeling by examples: Applications in educational, sociological, and behavioral research*. Cambridge: Cambridge University Press.

Hoelter, J. W. (1983). The analysis of covariance structures. *Sociological Methods and Research, 11*(3), 325-344.

Jöreskog, K.G., & Sörbom, D. (1989). *LISREL 7: Users' Reference Guide*. Chicago: Scientific Software Inc.

APPENDIX FOR CHAPTER 6

6.1
Related T-tests for Categories of Educational Practices

Table 1: Related T-tests Comparing the Means for Categories of Educational Practice

Educational Practices:	T-Value	Degrees of Freedom	Probability
Teacher Inservice and Student Assessment	12.22	235	.000
Teacher Inservice and School Community Relations	.06	216	.953
Teacher Inservice and Student Support Services	-.41	205	.683
Teacher Inservice and School and Classroom Organization	-.79	199	.433
Teacher Inservice and Curriculum Integration	.17	187	.869
Teacher Inservice and Core Curriculum	-5.40	185	.000
Student Assessment and School Community Relations	17.50	658	.000
Student Assessment and Student Support Services	10.17	203	.000
Student Assessment and School and Classroom Organization	10.19	197	.000
Student Assessment and Curriculum Integration	10.54	194	.000
Student Assessment and Core Curriculum	4.70	184	.000
School Community Relations and Student Support Services	-.40	198	.688
School Community Relations and School and Classroom Organization	.49	194	.622
School Community Relations and Curriculum Integration	-1.11	197	.269
School Community Relations and Core Curriculum	4.95	187	.000
Student Support Services and School and Classroom Organization	-.99	182	.321
Student Support Services and Curriculum Integration	-.49	170	.628
Student Support Services and Core Curriculum	-3.79	168	.000
School and Classroom Organization and Curriculum Integration	1.17	173	.244
School and Classroom Organization and Core Curriculum	-5.10	170	.000
Curriculum Integration and Core Curriculum	6.92	173	.000

6.2
Discriminant Function Analyses for Categories of Education Practices and for Specific Practices Within Each Category

Table 1: Stepwise Discriminant Function Analysis: Category of Practice by School Level

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]	Category of Educational Practice
166	.49**	71.7%	0.54	Elem.	3	-1.03	Student support services
			-0.58	Sec.		0.83	School Community Relations
						0.41	Core Curriculum

Table 2: Stepwise Discriminant Function Analysis: Teacher Inservice by School Level

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]	Item[2]
250	.38**	66.4%	0.34	Elem.	7	0.80 (10)	Our inservice program uses a wide variety of strategies.
			-0.51	Sec.		-0.69 (5)	We have significant input into how our inservice is done.
						0.49 (8)	Our professional growth is enhanced by how the school administration delegates leadership to teachers.
						-0.46 (12)	Developing curriculum for the Transition Years provides opportunities for our own professional development.
						0.42 (13)	Our inservice includes a sharing of expertise across panels. secondary panels.
						0.36 (2)	Our inservice draws on the available research on effective classroom practice.
						-0.30 (11)	We study the rationale for introducing the Transition Years initiative as part of our inservice.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 3: Stepwise Discriminant Function Analysis: Student Assessment by School Level

N	Canonical Correlation	Correct Classification	Group Centroids	Variables Remaining	Discriminant Function Coefficient[1]	Item[2]
228	.46**	69.7%	0.46 Elem. -0.57 Sec.	8	-0.66 (17)	I use a sophisticated method for combining marks from throughout the term when determining final grades.
					0.48 (10)	My colleagues at school and I agree about achievement standards.
					-0.42 (13)	I tell my students what aspects of their work I am evaluating.
					0.41 (9)	I use student assessment information for planning individual programs.
					0.34 (7)	I compare students' current performance to their previous level of performance.
					0.30 (14)	I tell my students the criteria that I use to evaluate their achievement.
					-0.23 (16)	I assess Transition Years students' higher order thinking skills
					0.20 (11)	I assess student products (e.g., project reports, essays, portfolios.)

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** $p<.001$. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 4: Stepwise Discriminant Function Analysis: School and Community Relations by School Level

N	Canonical Correlation	Correct Classification	Group Centroids	Variables Remaining	Discriminant Function Coefficient[1]	Item[2]
208	.60**	82.2%	0.69 Elem. -0.80 Sec.	8	-0.67 (10)	The business/industrial sector cooperates with our school in implementing co-operative education programs for the Transition Years.
					0.59 (5)	Our school involves parents in instructional and support roles in the school.
					0.51 (7)	Our school encourages parent involvement in children's homework.
					0.31 (12)	Our school involves members of the community in program development.
					-0.24 (13)	Our school involves members of the community in policy planning and review.
					0.22 (6)	Our school provides parents with knowledge of techniques to assist children in learning at home.
					-0.21 (4)	Our school helps parents develop as influential decision-makers within the school.
					-0.20 (8)	Our school provides access to community support services for children and families.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 5: Stepwise Discriminant Function Analysis: Student Support Services by School Level

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]	Item[2]	
179	.63**	84.4%	-0.82 0.78	Elem. Sec.	11	-0.73	(14)	Teachers are involved in delivering aspects of the guidance/student support services as part of their regular class work.
						-0.58	(3)	Inservice for teachers supports our guidance/student support services.
						0.33	(4)	The administration views the Guidance/Student Services Department as playing a central role in the school.
						-0.33	(8)	Group counselling is used to provide counselling services for our students.
						0.32	(6)	Peer counselling is used to provide counselling services for our students.
						0.31	(10)	Specialized programs for assisting youth in crisis are a part of the school guidance program.
						0.30	(7)	Individual counselling is used to provide counselling services for students.
						0.24	(13)	The school administration participates in orienting students to secondary school.
						0.22	(5)	Career planning is a central focus of the Guidance/Student Services Department.
						-0.22	(15)	My guidance/student support role is an important part of my job as a Transition Years teacher.
						0.20	(9)	There are formalized and ongoing contacts between the elementary and and secondary school guidance personnel.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 6: Stepwise Discriminant Function Analysis: School and Classroom Organization by School Level

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
165	.64**	78.8%	0.88	Elem.	7	0.81	(10)	Student timetables provide for an extended block of time with one or two teachers.
			-0.78	Sec.		-0.57	(14)	Alternative programs are available to accommodate students at risk.
						0.38	(7)	Procedures for allocating students to a homogeneous group provide for review of allocation decisions and reallocation.
						-0.31	(12)	Transition Years teachers work in teams in which several teachers assume responsibility for the same group of students.
						0.32	(2)	Students in the Transition Years work in heterogeneous ability groups within their classes.
						-0.28	(6)	Criteria used to allocate students to homogeneous groups focus only on instructional purposes.
						0.17	(5)	Other students work in homogeneous ability groups in those areas in which they experience special difficulty.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 7: Stepwise Discriminant Function Analysis: Core Curriculum by School Level

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
184	.54**	73.9%	0.56	Elem.	6	0.73	(11)	Larger than normal time blocks are provided to deliver the core curriculum.
			-0.73	Sec.		-0.61	(9)	Specifics of the core curriculum are being developed primarily by teachers within our school.
						0.52	(8)	Our core curriculum develops students as well-rounded human beings.
						0.44	(2)	Our core curriculum provides coherence across subject areas.
						-0.31	(4)	Provision of instruction of higher quality is central to our core curriculum.
						-0.24	(5)	Our core curriculum enhances the relevance of students' education to their o own experiences.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 8: Stepwise Discriminant Function Analysis: Teacher Inservice by Language of Instruction

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
251	.43**	82.9%	0.14	English	9	-0.88	(9)	Our inservice includes opportunities to practice what we learn and then discuss our experiences.
			-1.60	French		0.72	(6)	We participate in meaningful evaluation of our own inservice.
						0.46	(8)	Our professional growth is enhanced by how the school administration delegates leadership to teachers.
						0.38	(12)	Developing curriculum for the Transition Years provides opportunities for our own professional development.
						-0.38	(11)	We study the rationale for introducing the Transition Years initiative as part of our inservice.
						0.37	(5)	We have significant input into how our inservice is done.
						0.36	(13)	Our inservice includes a sharing of expertise across panels.
						-0.30	(2)	Our inservice draws on the available research on effective classroom practice.
						-0.30	(4)	We help identify the appropriate goals for our inservice.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 9: Stepwise Discriminant Function Analysis: Student Assessment by Language of Instruction

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]	Item[2]	
228	.56**	87.7%	-0.21	English	10	0.76	(4)	My assessment practices motivate student learning.
			2.12	French		-0.64	(14)	I tell my students the criteria that I use to evaluate their achievement.
						0.53	(17)	I use a sophisticated method for combining marks from throughout the term when determining final grades.
						-0.42	(2)	I use peer evaluation as an assessment strategy.
						-0.34	(9)	I use student assessment information for planning individual programs.
						0.29	(10)	My colleagues at school and I agree about achievement standards.
						-0.29	(16)	I assess Transition Years students' higher order thinking skills
						0.28	(15)	I use student assessment information to provide specific feedback to students.
						-0.24	(13)	I tell my students what aspects of their work I am evaluating.
						0.20	(1)	I use student self-evaluation as an assessment strategy.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 10: Stepwise Discriminant Function Analysis: School and Community Relations by Language of Instruction

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
229	.44**	78.6%	0.17	English	9	0.74	(3)	Teacher-parent interaction is encouraged.
			-1.35	French		0.59	(8)	Our school provides access to community support services for children and families.
						-0.53	(7)	Our school encourages parent involvement in children's homework.
						0.51	(12)	Our school involves members of the community in program development.
						-0.50	(9)	Our school responds to the expressed needs of different community groups.
						-0.48	(5)	Our school involves parents in instructional and support roles in the school.
						0.38	(6)	Our school provides parents with knowledge of techniques to assist children in learning at home.
						-0.33	(4)	Our school helps parents develop as influential decision-makers within the school.
						-0.25	(1)	Most members of the local community view our school in a positive light.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 11: Stepwise Discriminant Function Analysis: Student Support Services by Language of Instruction

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
187	.63**	87.7%	0.28	English	9	0.81	(11)	Parents are involved in the guidance/student support services in our school.
			-2.35	French		-0.54	(4)	The administration views the Guidance/Student Services Department as playing a central role in the school.
						0.51	(2)	Guidance/student support services personnel are involved in implementing fthe Transition Years initiative.
						-0.36	(14)	Teachers are involved in delivering aspects of the guidance/student support services as part of their regular class work.
						-0.36	(10)	Specialized programs for assisting youth in crisis are a part of the school guidance program.
						0.33	(13)	The school administration participates in orienting students to secondary school.
						-0.30	(1)	We use teacher-advisor programs to assest students.
						0.23	(7)	Individual counselling is used to provide counselling services for students.
						-0.16	(5)	Career planning is a central focus of the Guidance/Student Services Department.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** $p<.001$. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 12: Stepwise Discriminant Function Analysis: School and Classroom Organization by Language of Instruction

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
160	.50**	85.6%	-0.18 1.80	English French	8	-0.84	(10)	Student timetables provide for an extended block of time with one or two teachers.
						0.58	(11)	Home-base classes have been organized to increase students sense of belonging
						0.51	(9)	More than average resources are allocated to lower ability students.
						-0.38	(4)	Gifted students work in homogeneous ability groups in one or two areas of especially high aptitude or interest.
						-0.36	(5)	Other students work in homogeneous ability groups in those areas in which they experience special difficulty.
						0.33	(6)	Criteria used to allocate students to homogeneous groups focus only on instructional purposes.
						0.25	(13)	Activities involving both elementary and secondary students are used to ease transition to secondary school.
						0.24	(3)	Homogeneous ability grouping of students is limited to a small proportion of Transition Years students' schedules.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 13: Stepwise Discriminant Function Analysis: Curriculum Integration by Language of Instruction

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
166	.32*	70.5%	-0.11 0.98	English French	6	0.77	(4)	The integrated curriculum is giving greater control to students in determining their learning.
						-0.55	(1a)	Approach? Fusing different subjects into a single subject.
						-0.50	(1e)	Approach? Organizing thematic units around topics that integrate subjects withing a coherent whole.
						0.46	(1b)	Approach? Inserting elements from one subject into another subject without changing the structure of the latter.
						0.43	(10)	I help students understand how particular topics being studied currently relate to the curriculum area as a whole.
						-0.35	(2)	There is consensus among teachers who are developing an integrated curriculum.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

* $p<.05$. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 14: Stepwise Discriminant Function Analysis: Core Curriculum by Language of Instruction

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
189	.38**	77.3%	0.15	English	5	-1.10	(4)	Provision of instruction of higher quality is central to our core curriculum.
			-1.10	French		0.74	(12)	A broad repertoire of teaching strategies is required for delivery of our core curriculum.
						0.45	(3)	Our core curriculum is used to reduce fragmentation in student programs.
						0.42	(7)	Our core curriculum emphasizes developing students' commitment to learning.
						-0.40	(8)	Our core curriculum develops students as well-rounded human beings.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

APPENDIX FOR CHAPTER 7

7.1
Discriminant Function Analyses for Current and Anticipated Student Outcomes

Table 1: Stepwise Discriminant Function Analysis: Current and Anticipated Student Outcomes by School Level

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]	Item[2]
286	.30**	62.6%	0.29 -0.35	Elem. Sec.	5	-1.02	(8: Current) Less difficulty by students first entering secondary school in accommodating to the secondary program.
						0.62	(9: Anticipated) Less difficulty by students in making the transition from grade 9 to the specialization years.
						0.58	(4: Current) Greater clarity for students about their occupational and other life goals.
						0.47	(11: Current) Academic success for a larger proportion of students than was the case previously.
						-0.34	(1: Current) More positive attitudes by students toward school and learning.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 2: Stepwise Discriminant Function Analysis: Current and Anticipated Student Outcomes by Language of Instruction

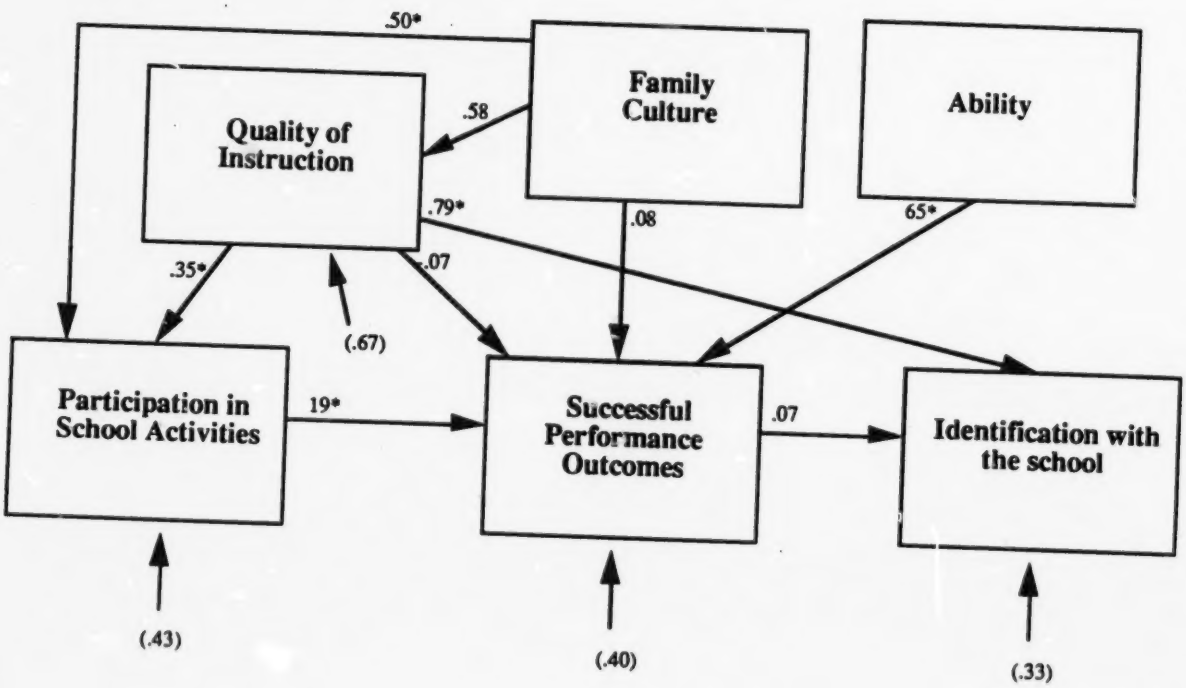
N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]	Item[2]
276	.38**	78.3%	0.13	English	9	0.79	(10: Anticipated) Fewer discipline problems and incidences of suspensions.
			-1.25	French		-0.69	(6: Anticipated) Increased attendance in class.
						-0.66	(3: Current) More cooperative attitude by students toward working with one another.
						0.64	(1: Anticipated) More postive attitudes by students toward school and learning.
						-0.51	(3:Anticiapted) More cooperative attitude by students toward working with one another.
						0.43	(6: Current) Increased attendance in class.
						0.37	(5:Current) Greater clarity for students about their future educational aspirations.
						-0.35	(1: Current) More positive attitudes by students toward school and learning.
						0.33	(9: Anticipated) Less difficulty by students in making the transition from grade 9 to the specialization years.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

7.2
Path Analysis Model Explaining Relationships Among Variables Related to Students' School Participation and Identification



GFI = .959
AGFI = .828
RMSR = .063
Chi-sq. = 20.11 (p<.001)

Effects on Identification

	Direct	Indirect	Total
Participation	--	.01	.01
Family Culture	--	.47	.47
Quality of Instr.	.79	.00	.79
Successful Perf.	.07	--	.07
Ability	--	.05	.05

APPENDIX FOR CHAPTER 8

8.1
Discriminant Function Analysis for In-School and Out-of-School Conditions and Leadership Practices

Table 1: Step-wise Discriminant Function Analysis: In-School Processes and Characteristics by School Level

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]	Item[2]	
312	.68**	78.9%	0.78	Elem.	18	0.98	(7)	Teachers in our school work toward the same Transition Years goals.
			-1.11	Sec.		0.54	(12)	Teachers in our school are becoming increasingly skilled in the use of a large repertoire of instructional strategies.
						-0.47	(21)	Teachers work toward consensus in establishing priorities for our school goals for the Transition Years.
						-0.34	(27)	Prior to the current Transition Years initiatives this school's curriculum was clearly written and well understood by most staff.
						-0.34	(2)	Teachers in our school participate in the process of developing school goals for the Transition Years.
						0.32	(35)	The school provides adequate release time for planning and/or professional development.
						0.29	(6)	This school provides access to professional staff with expertise in helping us improve programs for our students.
						-0.27	(34)	Assignment of students to classes is based primarily on program and student needs (i.e., rather than teacher or administrator preferences).
						0.25	(15)	Teacher evaluation/supervision practices reflect our school goals and priorities.
						-0.25	(28)	We observe each other teaching and then discuss our observations as a means of gaining a better understanding of our own teaching strategies.
						0.23	(36)	Discussion about school goals and means of achieving them is a regular part of staff meetings and/or inservice sessions in our school.
						-0.20	(37)	I am satisfied with my job.
						0.18	(11)	Strong, positive relationships between staff and school administration facilitate implementation of Transition Years initiatives.
						-0.16	(8)	Our school provides opportunities for professional development through informal working relations within this school.
						-0.15	(1)	Instructional practices in our school are being modified to be compatible with the goals and priorities for the Transition Years initiative.
						-0.15	(13)	Our timetables/schedules facilitate planning together with colleagues.
						-0.14	(3)	Financial resources are available when needed to facilitate implementation of Transition Years initiatives.
						-0.12	(16)	I have frequent conversations about teaching practices with colleagues in this school.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 2: Stepwise Discriminant Function Analysis: Out-of-School Processes and Characteristics by School Level

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
337	.53**	73.3%	0.52	Elem.	7	0.70	(2)	Ministry guidelines and support documents are a helpful resource for implementing Transition Years initiatives.
			-0.73	Sec.		-0.46	(5)	Communication between our school and our community about Transition Years initiatives is of a high quality.
						0.36	(8)	Our board facilitates opportunities for elementary and secondary teachers to work jointly on Transition Years initiatives.
						0.34	(14)	Our board provides staff development opportunities that are useful to our school in implementing Transition Years initiatives.
						0.29	(13)	Our school encourages parents to drop into the school frequently to discuss their childrens' programs.
						-0.22	(9)	This school makes effective use of community resources (i.e., human and material) in providing the best possible programs for our students.
						0.20	(15)	Our school assists some parents in providing a more positive educational climate for children in their home.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 3: Stepwise Discriminant Function Analysis: Leadership by School Level

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
296	.39**	66.6%	0.34	Elem.	12	0.67	(18)	Symbolizes success and accomplishment within our profession.
			-0.51	Sec.		0.64	(2)	Provides for extended training to develop my knowledge and skills relevant to the Transition Years.
						-0.60	(21)	Provides information that helps me think of ways to implement Transition Years initiatives.
						0.58	(29)	Works toward whole staff consensus in establishing priorities for school goals for the Transition Years.
						-0.50	(27)	Provides good models for us to follow.
						-0.42	(13)	Stimulates me to think about what I am doing for my Transition Years students.
						-0.40	(11)	Encourages teachers to work toward the same goals for the Transition Years.
						0.31	(20)	Takes my opinion into consideration when initiating actions that affect my work.
						0.29	(16)	Assures me that I can get what I personally want in exchange for my efforts.
						0.27	(12)	Treats me as an individual with unique needs and expertise.
						-0.26	(14)	Shows us that there are high expectations for us as professionals.
						0.26	(10)	Commands respect from everyone in the school.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 4: Step-wise Discriminant Function Analysis: In-School Processes and Characteristics by Language of Instruction

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
303	.64**	92.1%	0.25	English	21	0.67	(23)	I am motivated to implement the Transition Years initiative.
			-2.71	French		0.62	(8)	Our school provides opportunities for professional development through informal working relations within this school.
						-0.55	(28)	We observe each other teaching and then discuss our observations as a means of gaining a better understanding of our own teaching strategies.
						-0.49	(7)	Teachers in our school work toward the same Transition Years goals.
						-0.47	(33)	I am committed to the goals of the Transition Years initiatives.
						0.37	(36)	Discussion about school goals and means of achieving them is a regular part of staff meetings and/or inservice sessions in our school.
						0.36	(31)	Teachers engage in problem solving to generate our school goals for TY.
						0.36	(19)	I frequently work with colleague(s) to prepare unit outlines and/or materials.
						0.36	(24)	Teachers in this school use a wide variety of assessment methods.
						-0.34	(11)	Strong, positive relationships between staff and school administration facilitate implementation of Transition Years initiatives.
						0.33	(20)	I engage in ongoing professional development for myself.
						-0.30	(22)	I share my professional expertise by demonstrating new teaching practices.
						0.30	(5)	Most teachers in this school share a similar set of values, beliefs and attitudes related to teaching and learning.
						-0.28	(4)	Our school provides formal professional development opportunities.
						-0.27	(16)	I have frequent conversations about teaching practices with colleagues in this school.
						-0.26	(27)	Prior to the current Transition Years initiatives this school's curriculum was clearly written and well understood by most staff.
						-0.24	(18)	Teachers use the results of student evaluation to plan future instruction.
						0.22	(29)	Prior to the current TY initiatives this schools curriculum was clearly written and well understood by staff.
						-0.20	(26)	We regularly evaluate our progress toward achievement of school goals for Transition Years.
						0.18	(1)	Instructional practices in our school are being modified to be compatible with the goals and priorities for the Transition Years initiative.
						-0.16	(35)	The school provides adequate release time for planning and/or professional development.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 5: Stepwise Discriminant Function Analysis: Out-of-School Processes and Characteristics by Language of Instruction

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]	Item[2]
292	.42**	78.1%	0.15	English	8	-0.84 (7)	Ministry personnel are available to advise in planning and implementation of Transition Years initiatives.
			-1.43	French		-0.45 (5)	Communication between our school and our community about Transition Years initiatives is of a high quality.
						0.43 (15)	Our school assists some parents in providing a more positive educational climate for children in their home.
						0.40 (2)	Ministry guidelines and support documents are a helpful resource for implementing Transition Years initiatives.
						0.34 (8)	Our board facilitates opportunities for elementary and secondary teachers to work jointly on Transition Years initiatives.
						0.21 (6)	The community served by this school generally supports our Trnasition Years initiatives.
						-0.19 (1)	Our board has developed a clearly defined mission or vision which is helpful in determining school priorities for the Transition Years.
						0.18 (13)	Our school encourages parents to drop into the school frequently to discuss their childrens' programs.

[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

Table 6: Stepwise Discriminant Function Analysis: Leadership by Language of Instruction

N	Canonical Correlation	Correct Classification	Group Centroids		Variables Remaining	Discriminant Function Coefficient[1]		Item[2]
296	.50**	69.0%	0.19	English	15	0.95	(5)	Insists on only the best performance from us.
			-1.69	French		-0.81	(22)	Will not settle for second best in performance of our work.
						-0.56	(10)	Commands respect from everyone in the school.
						-0.52	(8)	Frequently acknowledges my good performance.
						-0.52	(13)	Stimulates me to think about what I am doing for my Transition Years students.
						0.47	(25)	Pays me personal compliments when I do outstanding work.
						-0.44	(17)	Excites us with visions of what we may be able to accomplish if we work together on the Transition Years.
						-0.35	(1)	Has both the capacity and judgement to overcome most obstacles.
						0.34	(23)	Makes us feel and act like leaders.
						0.33	(6)	Insists on only the best performance from us.
						0.31	(9)	Leads by 'doing' rather than simply by 'telling'.
						0.25	(32)	Behaves in a manner thoughtful of my personal needs.
						0.24	(26)	Gives us a sense of overall purpose for the Transition Years.
						0.22	(31)	Encourages us regularly to evaluate our progress toward achievement of school goals for the Transition Years.
						0.19	(29)	Works toward whole staff consensus in establishing priorities for school goals for the Transition Years.

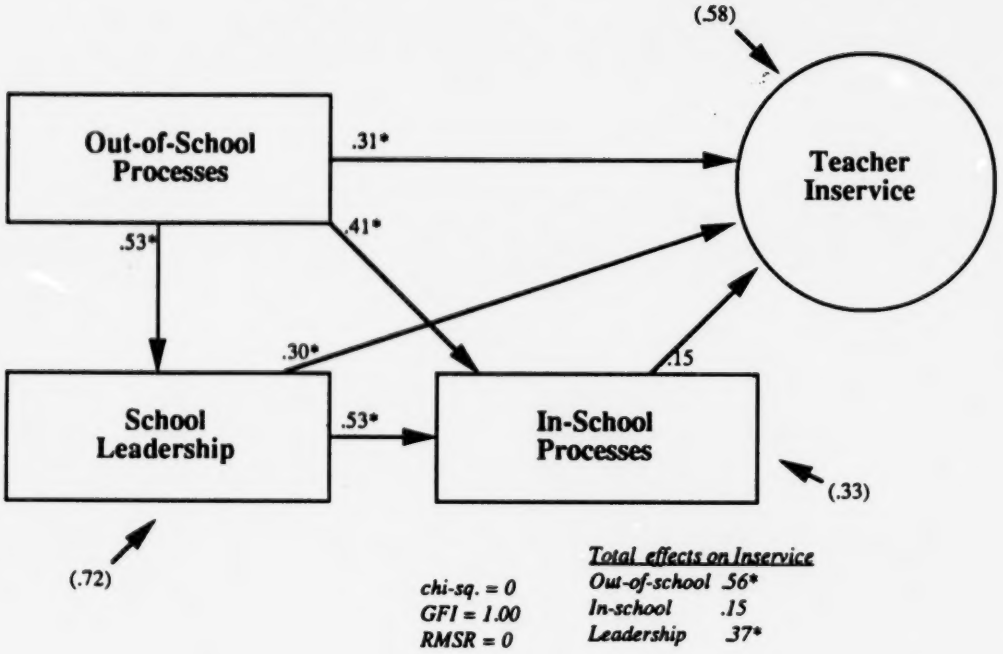
[1] Standardized canonical discriminant function coefficients.

[2] Item numbers correspond to item numbers in the original survey.

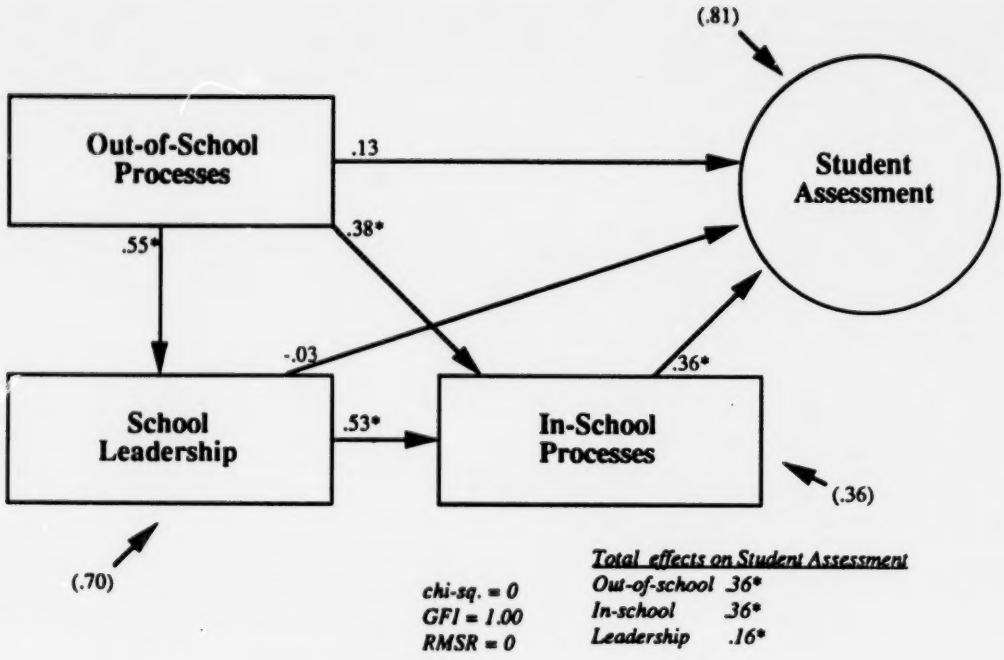
** p<.001. Based on Wilkes Lambda transformed to Chi square. Degrees of freedom = variables remaining.

APPENDIX FOR CHAPTER 9

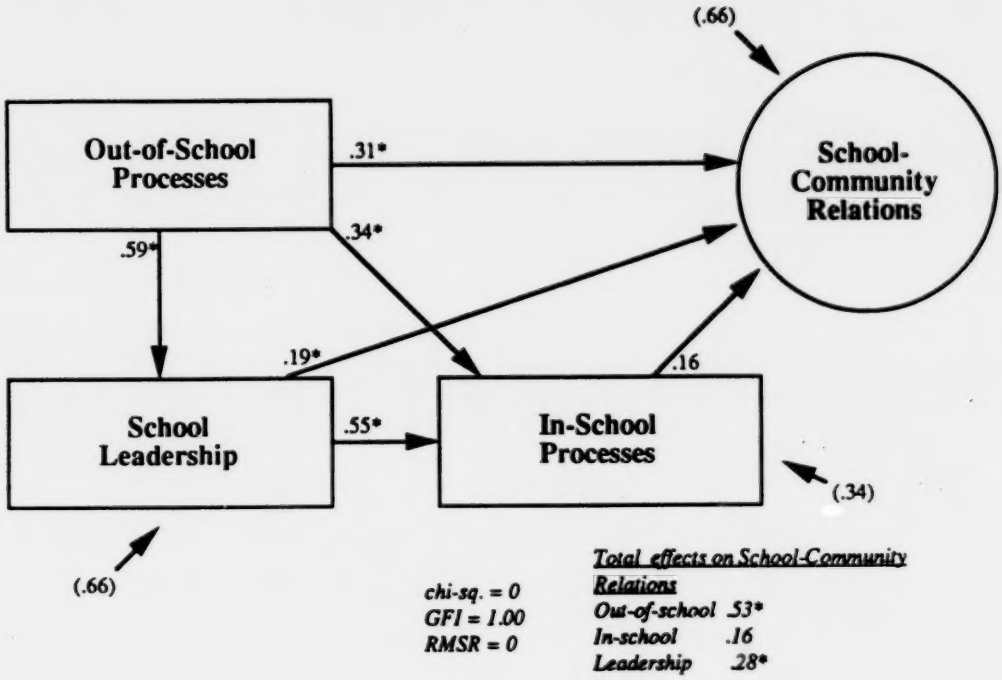
9.1
Path Analysis Models Explaining Variation in the Implementation of Seven Categories of Transition Years Practices



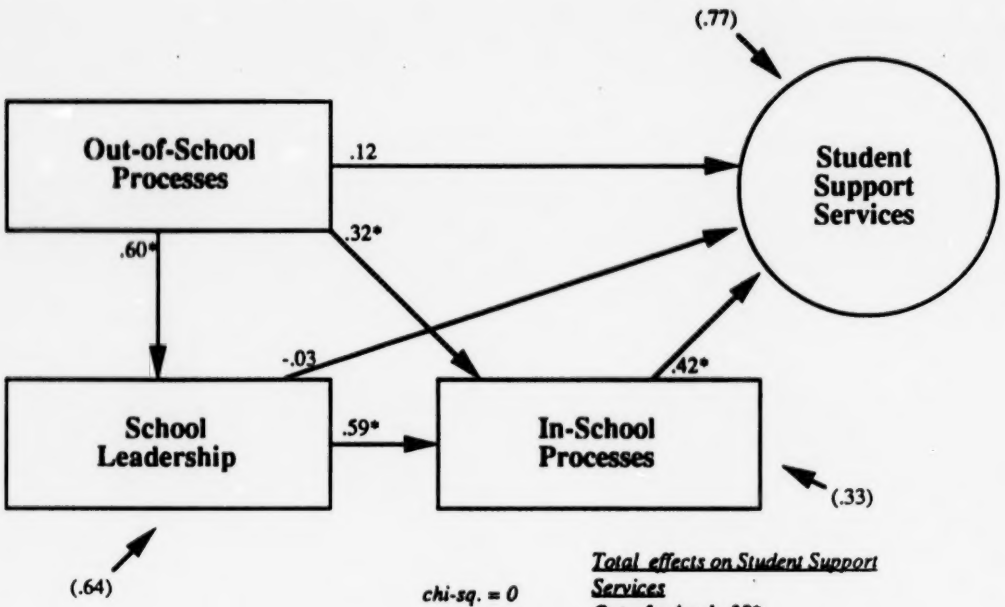
Path Analysis Model Explaining Relationships Among Variables in the Transition Years Pilot Projects: Teacher Inservice
(N = 242)



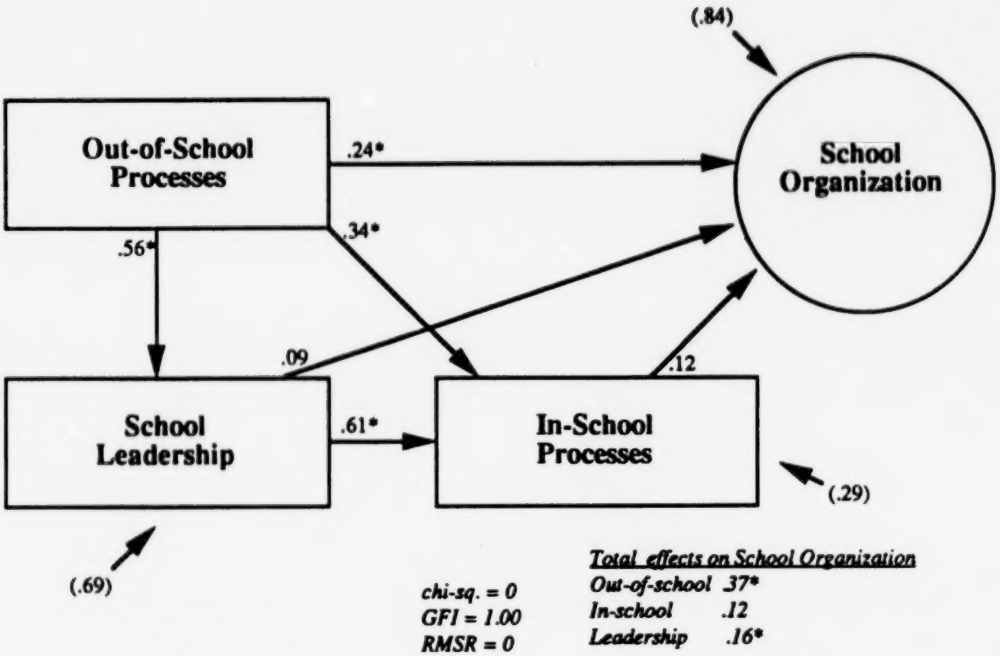
Path Analysis Model Explaining Relationships Among Variables in the Transition Years Pilot Projects: Student Assessment
(N = 242)



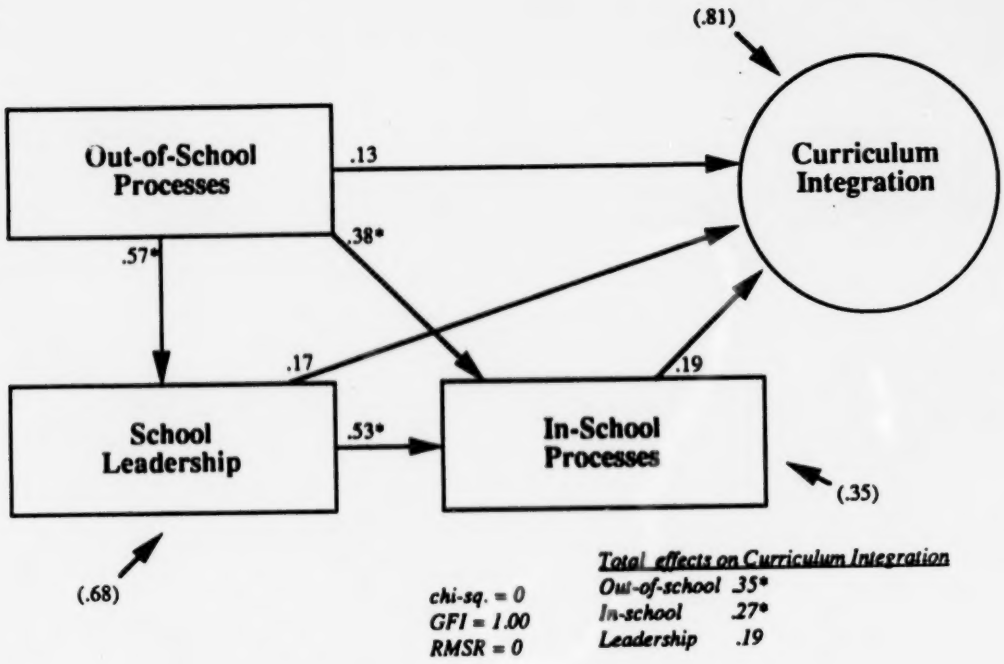
Path Analysis Model Explaining Relationships Among Variables in the Transition Years Pilot Projects: School-Community Relations
(N = 220)



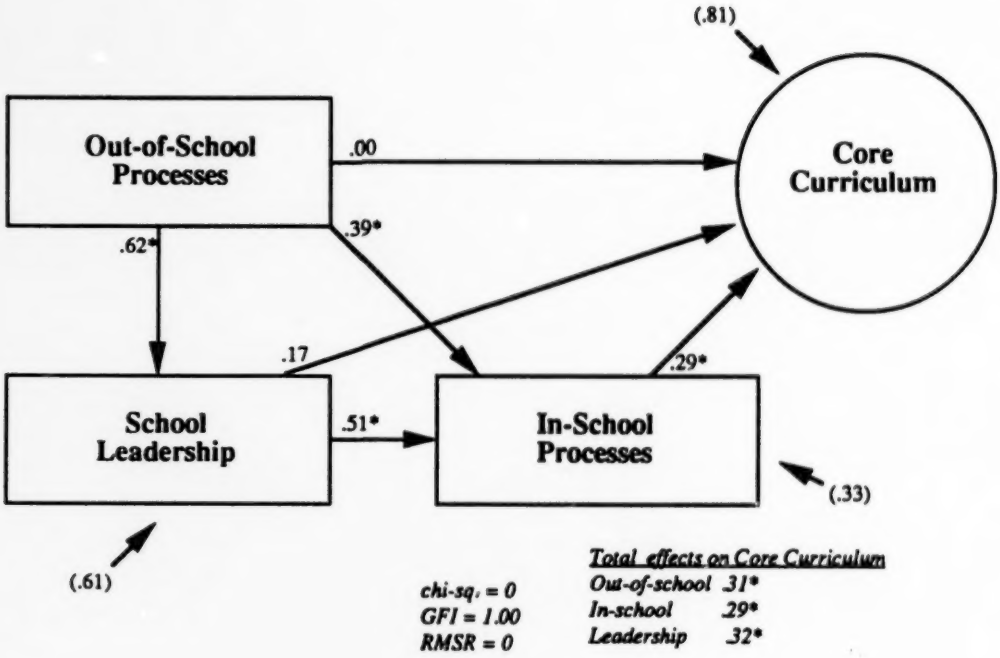
Path Analysis Model Explaining Relationships Among Variables in the Transition Years Pilot Projects: Student Support Services
(N = 216)



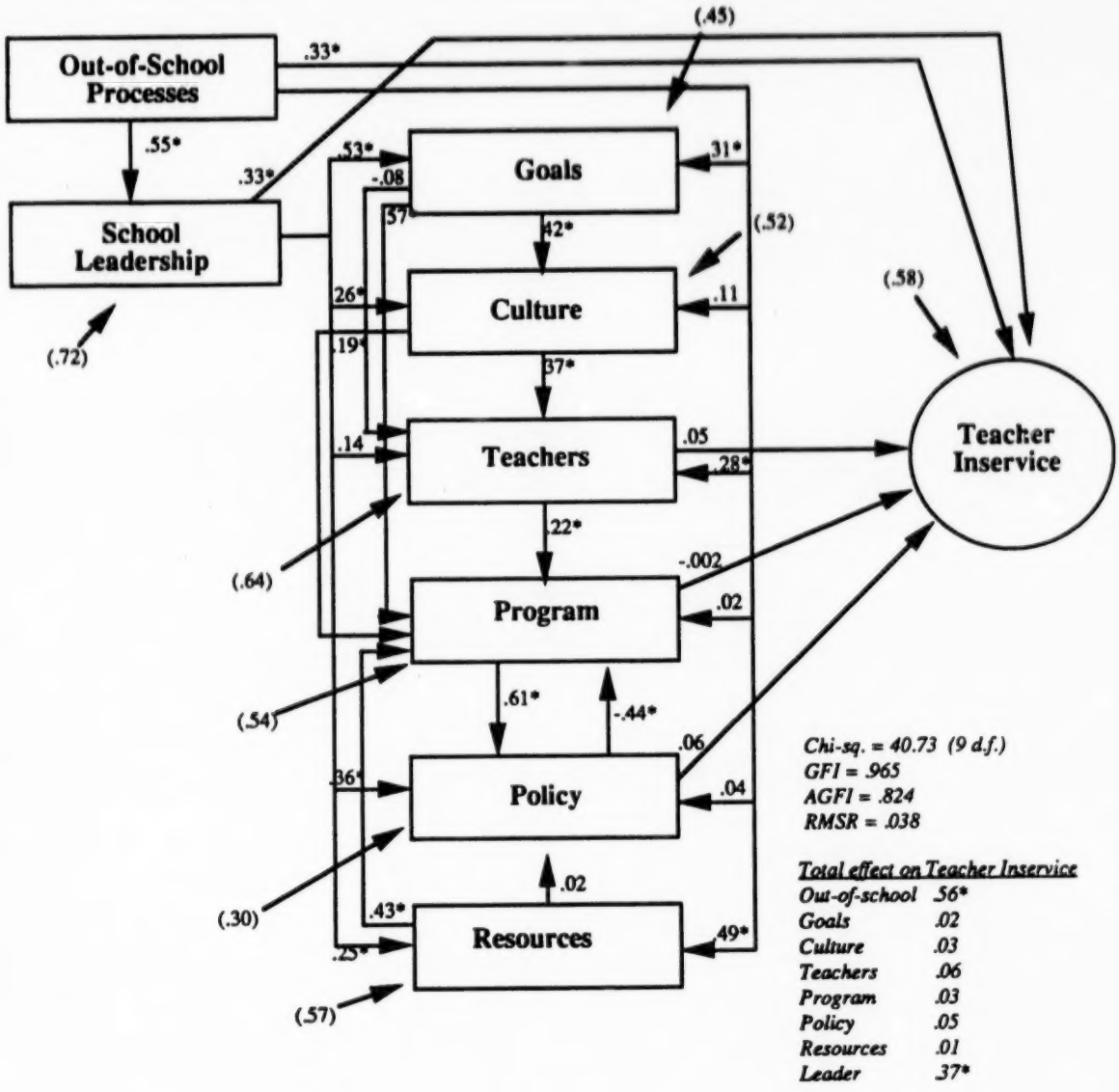
Path Analysis Model Explaining Relationships Among Variables in the Transition Years Pilot Projects: School Organization
(N = 198)



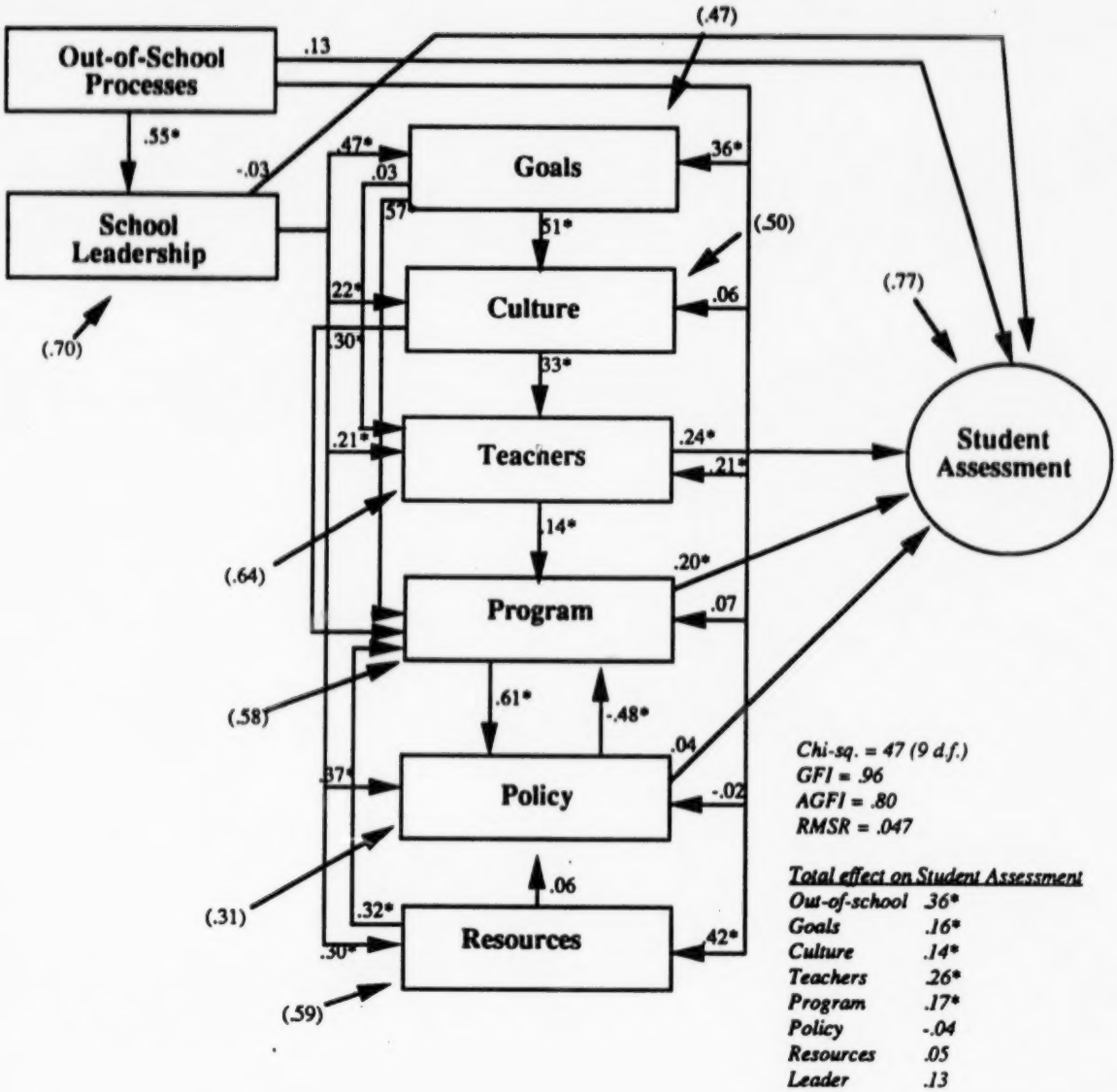
Path Analysis Model Explaining Relationships Among Variables in the Transition Years Pilot Projects: Curriculum Integration
(N = 191)



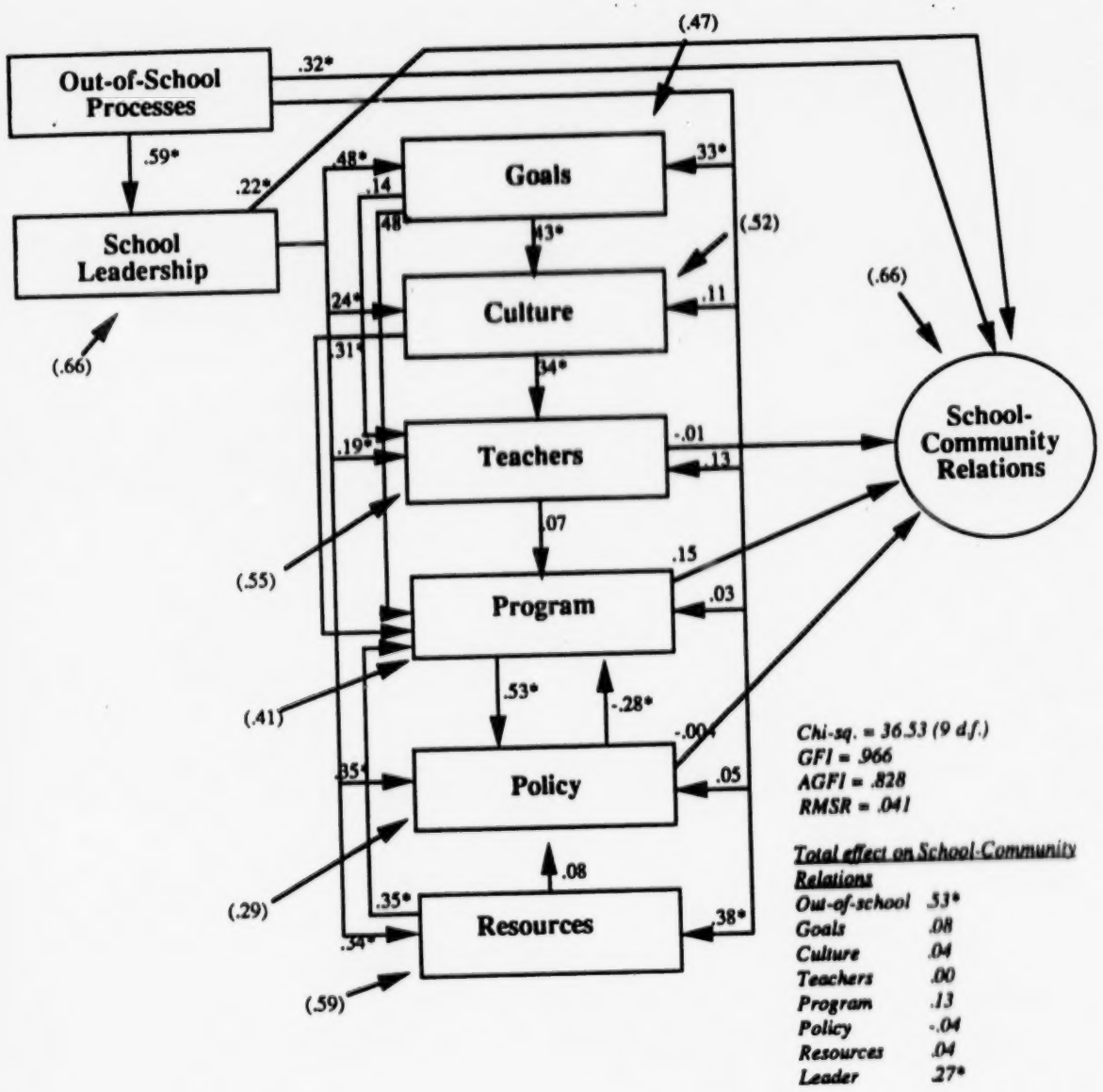
Path Analysis Model Explaining Relationships Among Variables in the Transition Years Pilot Projects: Core Curriculum
(N = 186)



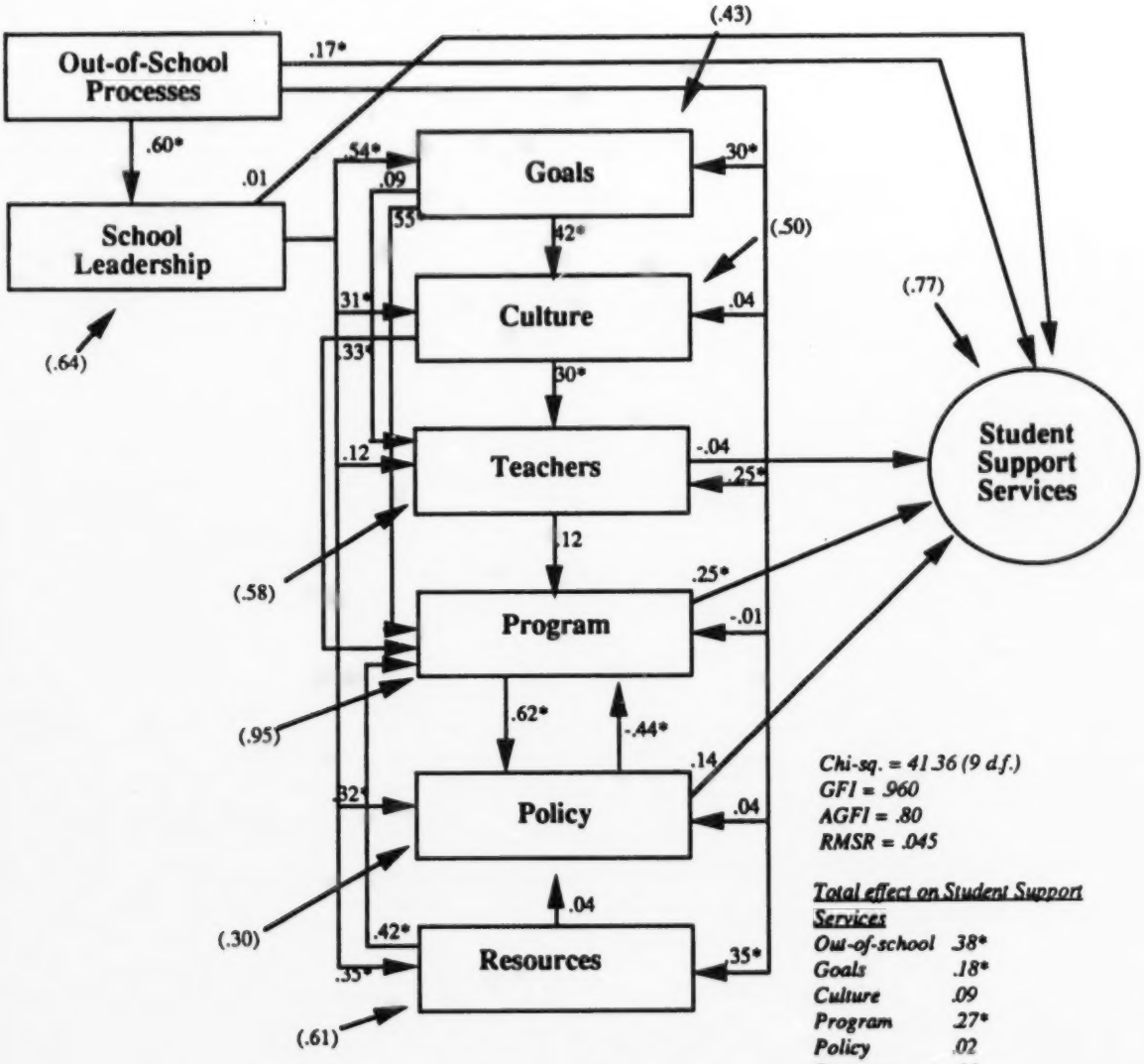
Path Analysis Model Identifying In-school Conditions Significantly Influenced by Leadership: Teacher Inservice
(N = 242)



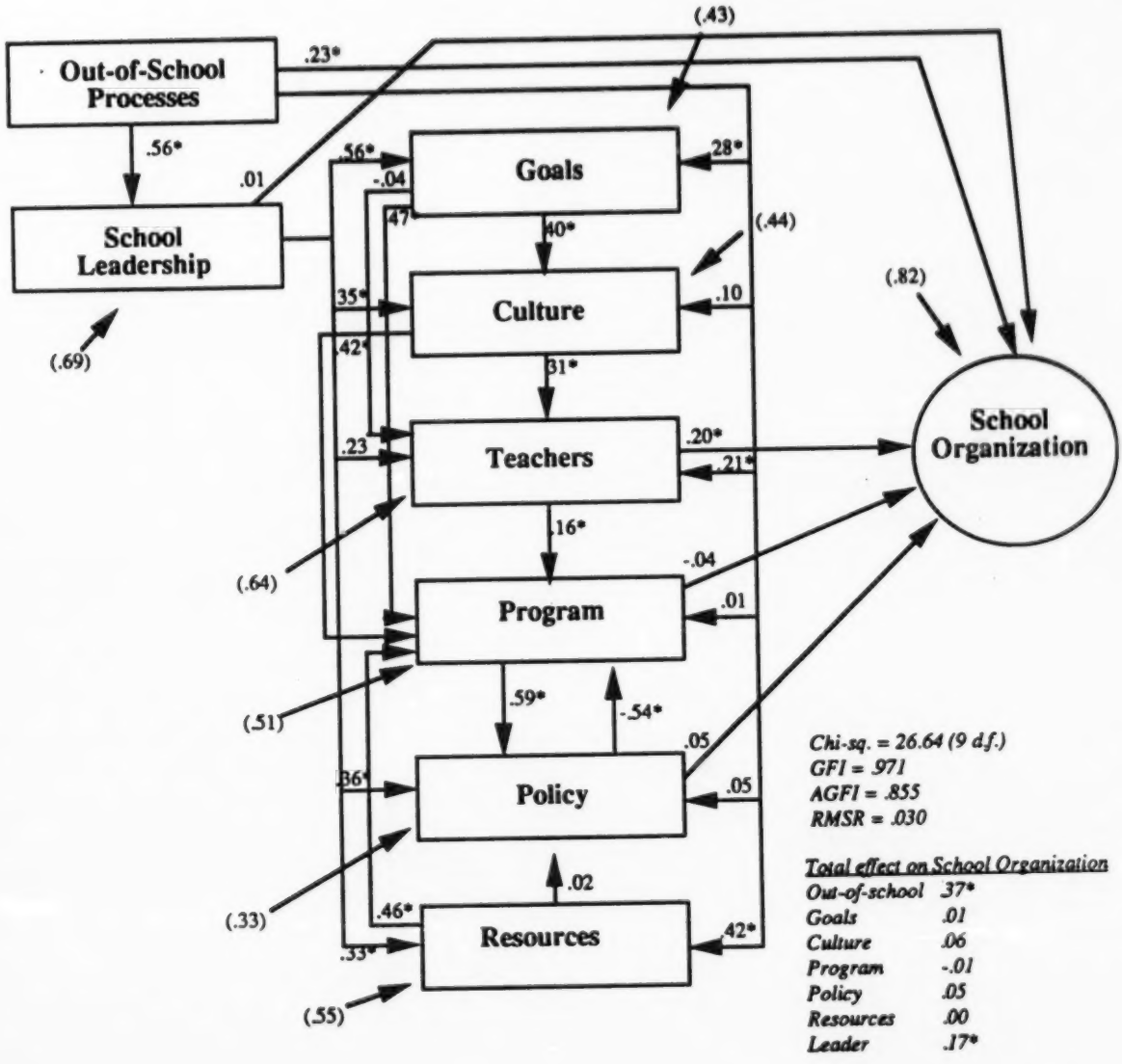
Path Analysis Model Identifying In-school Conditions Significantly Influenced by Leadership: Student Assessment
(N = 242)



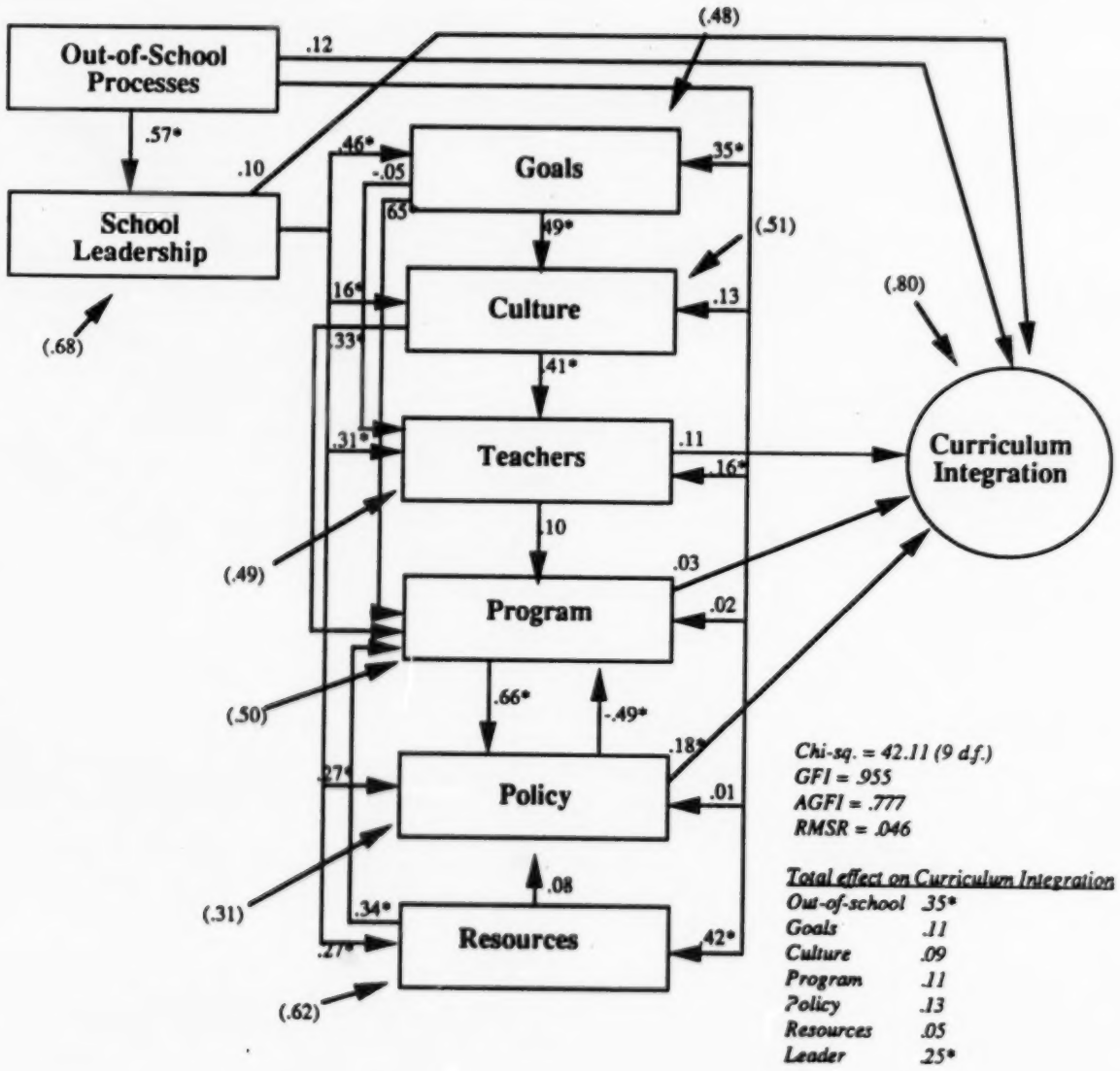
Path Analysis Model Identifying In-school Conditions Significantly Influenced by Leadership: School-Community Relations
(N = 220)



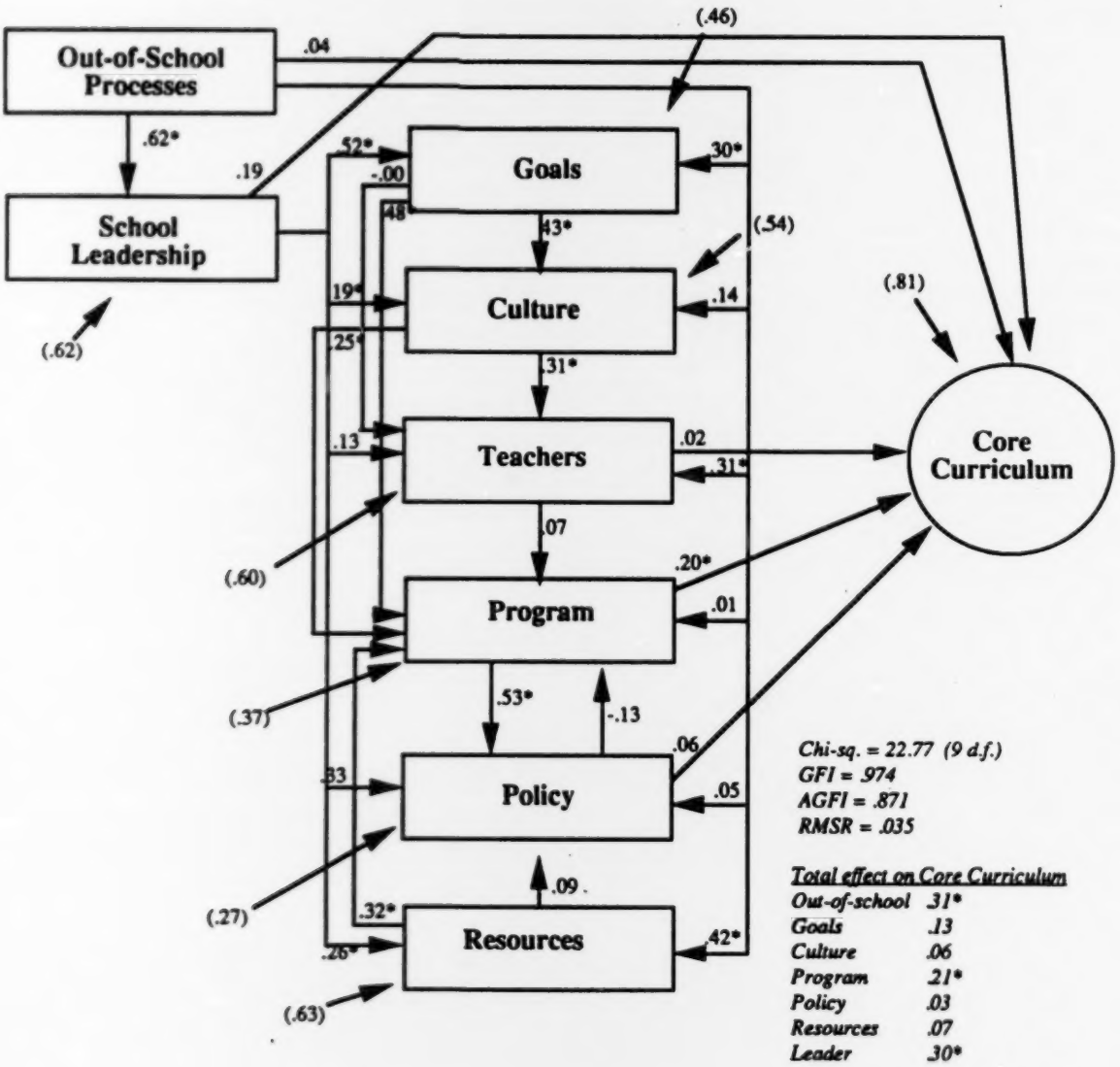
Path Analysis Model Identifying In-school Conditions Significantly Influenced by Leadership: Student Support Services
(N = 216)



Path Analysis Model Identifying In-school Conditions Significantly Influenced by Leadership: School Organization
(N = 198)

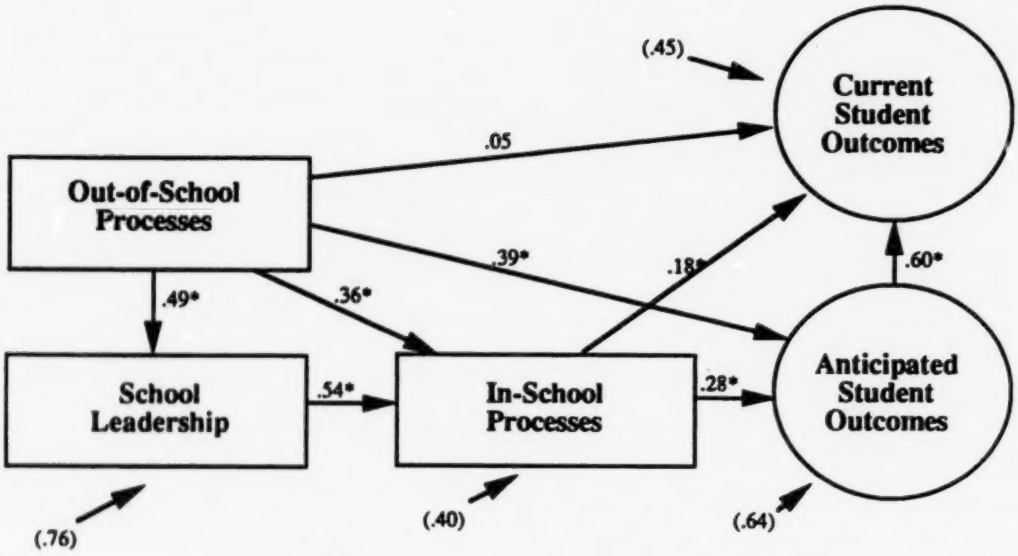


Path Analysis Model Identifying In-school Conditions Significantly Influenced by Leadership: Curriculum Integration
(N = 191)



Path Analysis Model Identifying In-school Conditions Significantly Influenced by Leadership: Core Curriculum
(N = 186)

9.2
Path Analysis Models Explaining Variation in the Perceived Achievement of Student Outcomes

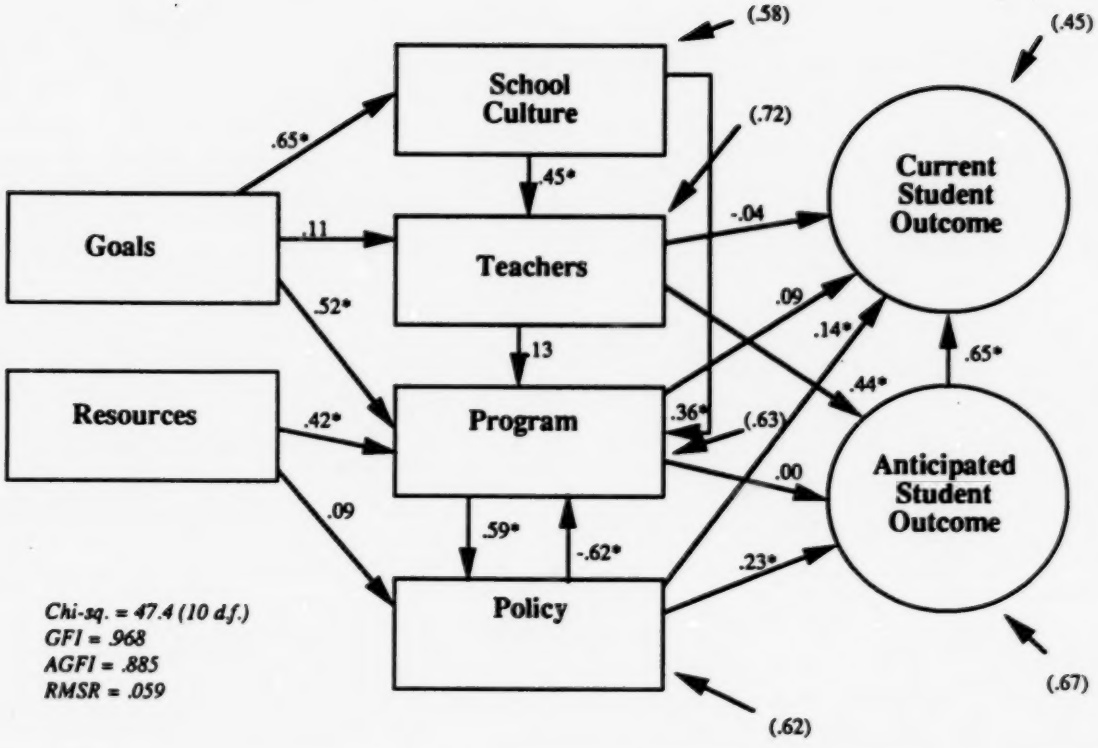


Chi-sq. = 4.03 (2 d.f.)
GFI = .995
AGFI = .966
RMSR = .016

Total effect on current outcome

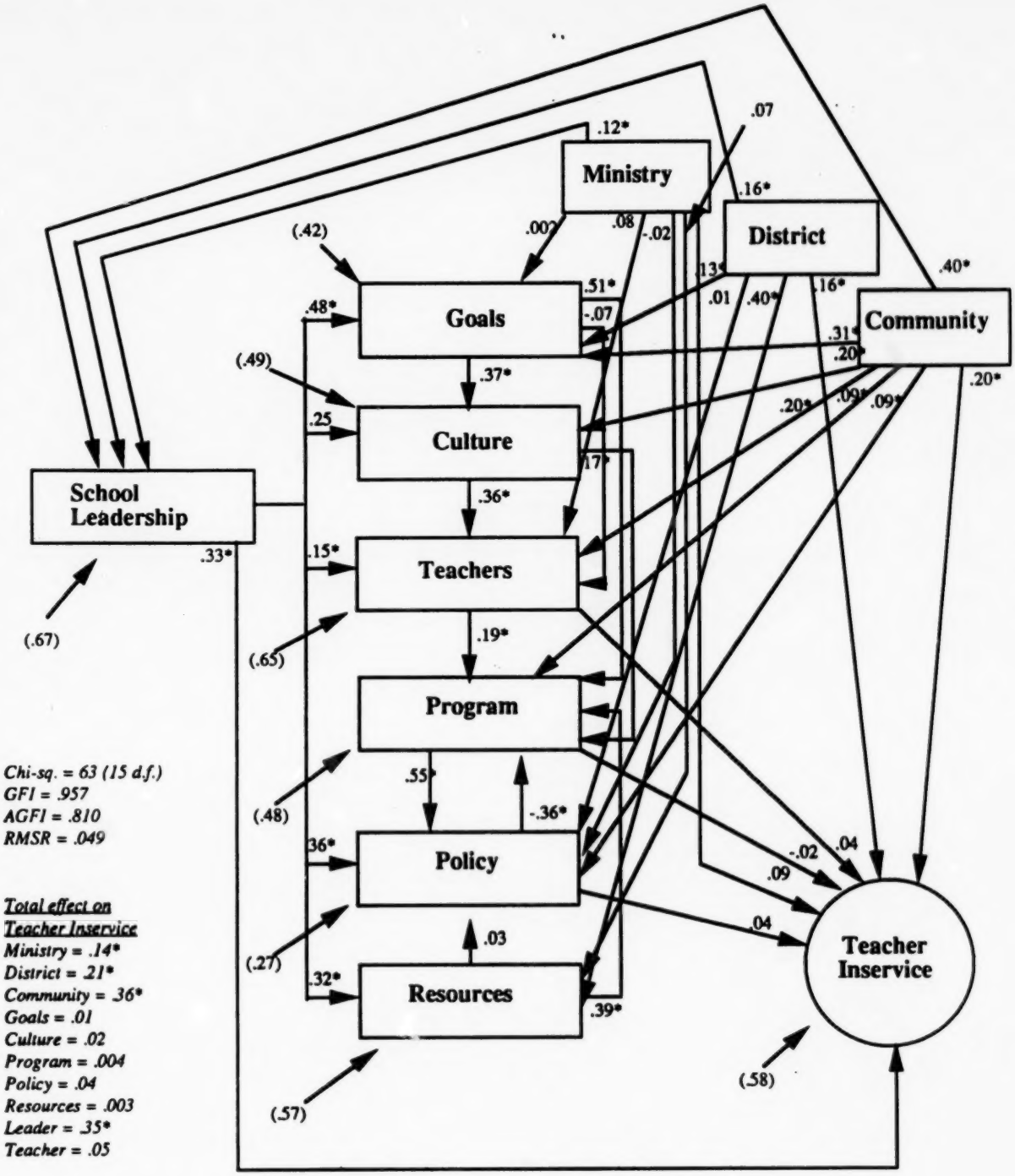
out-of-school - .50
in-school - .34
leader - .18
anticipated - .60

Path Analysis Model Explaining Relationships Among Variables in Transition Years Pilot Projects: Student Outcomes
(N = 350)



Path Analysis Model Explaining Relationships Among In-School Processes in the Transition Years Pilot Projects: Student Outcomes
(N = 350)

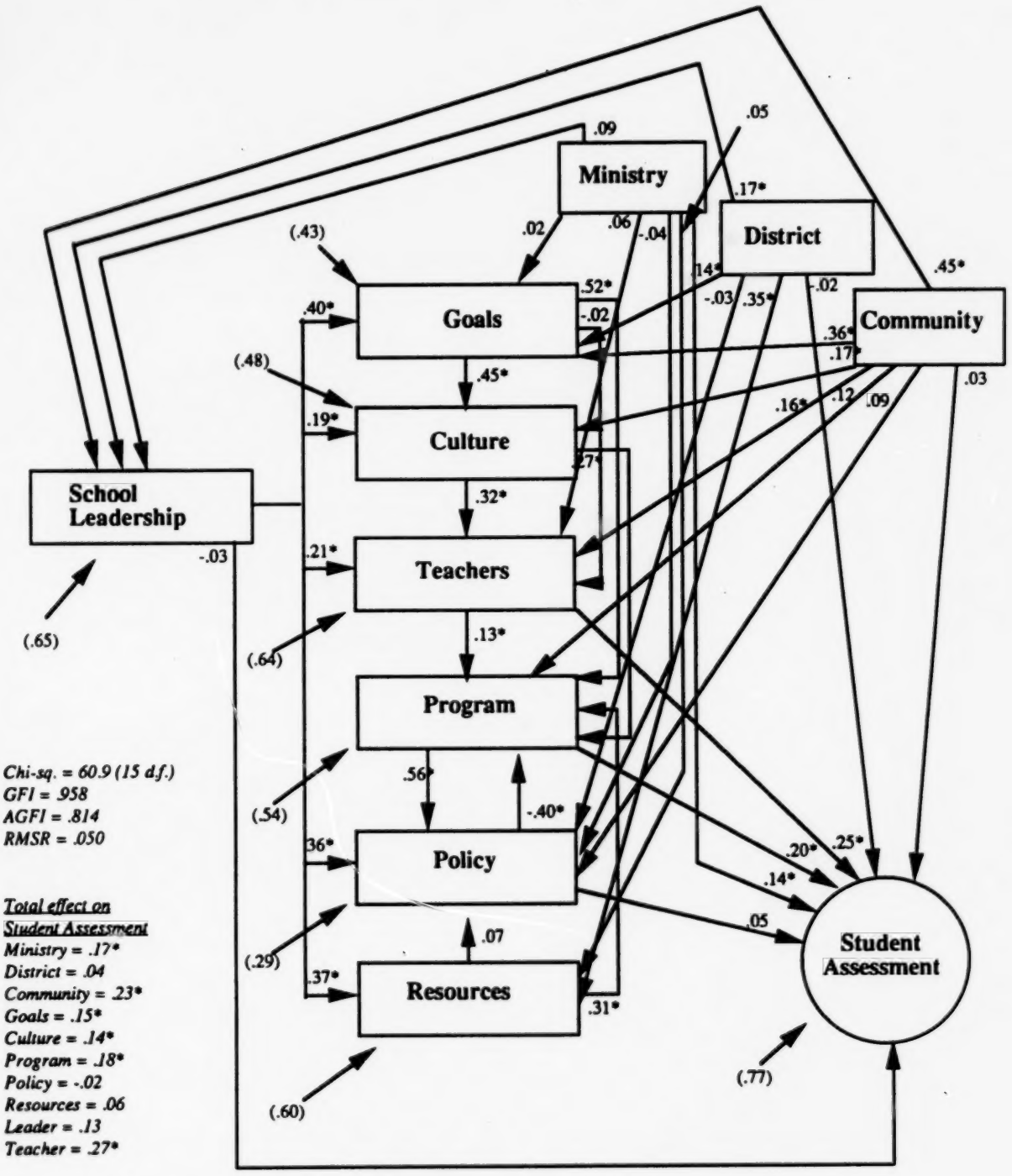
9.3
Path Analysis Models Explaining the Causes and Consequences of School Leadership



Chi-sq. = 63 (15 d.f.)
GFI = .957
AGFI = .810
RMSR = .049

Total effect on Teacher Inservice
*Ministry = .14**
*District = .21**
*Community = .36**
Goals = .01
Culture = .02
Program = .004
Policy = .04
Resources = .003
*Leader = .35**
Teacher = .05

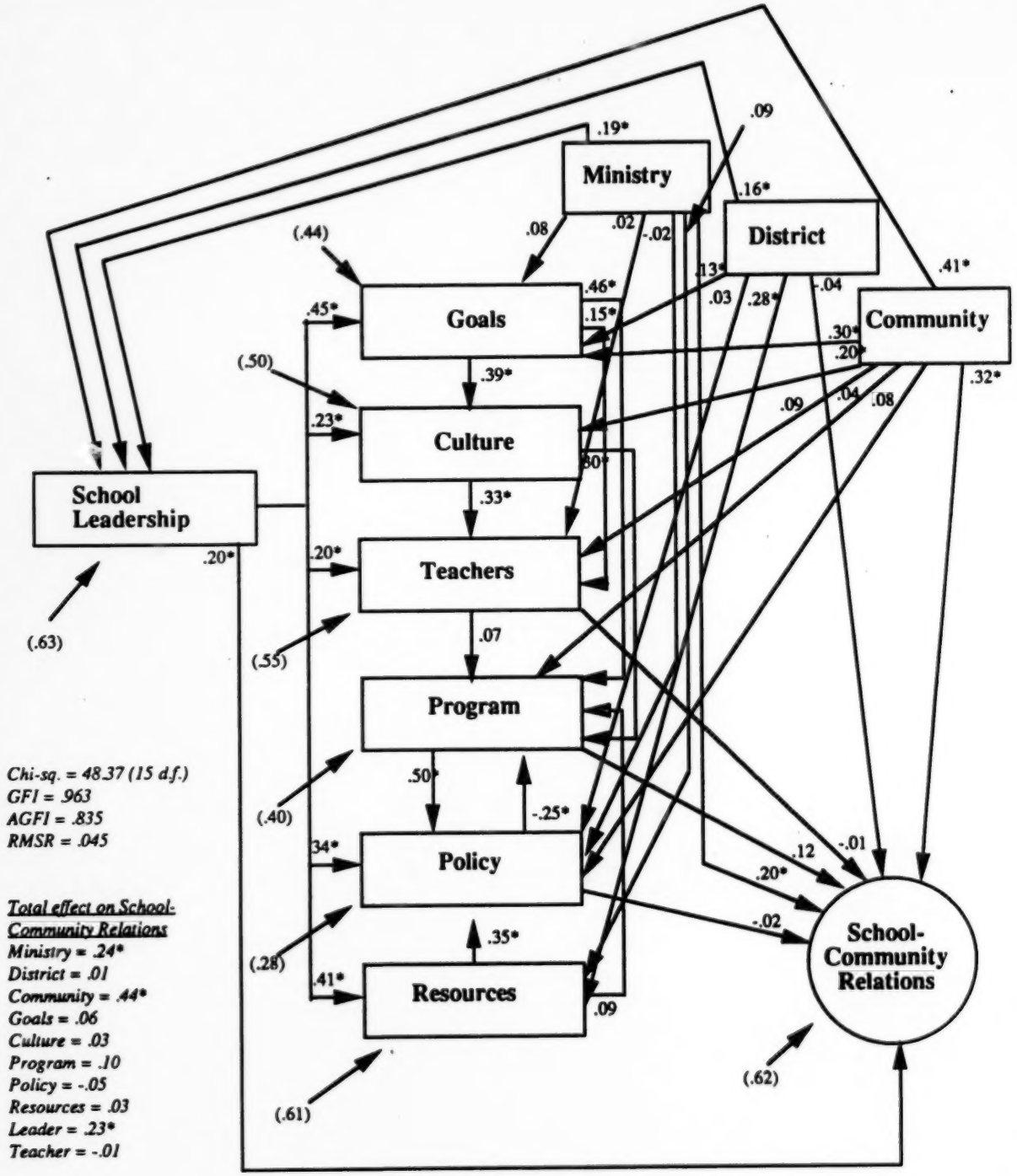
Path Analysis Showing Relationships Between Out-of-school Processes and School Leadership: Teacher Inservice
(N = 242)



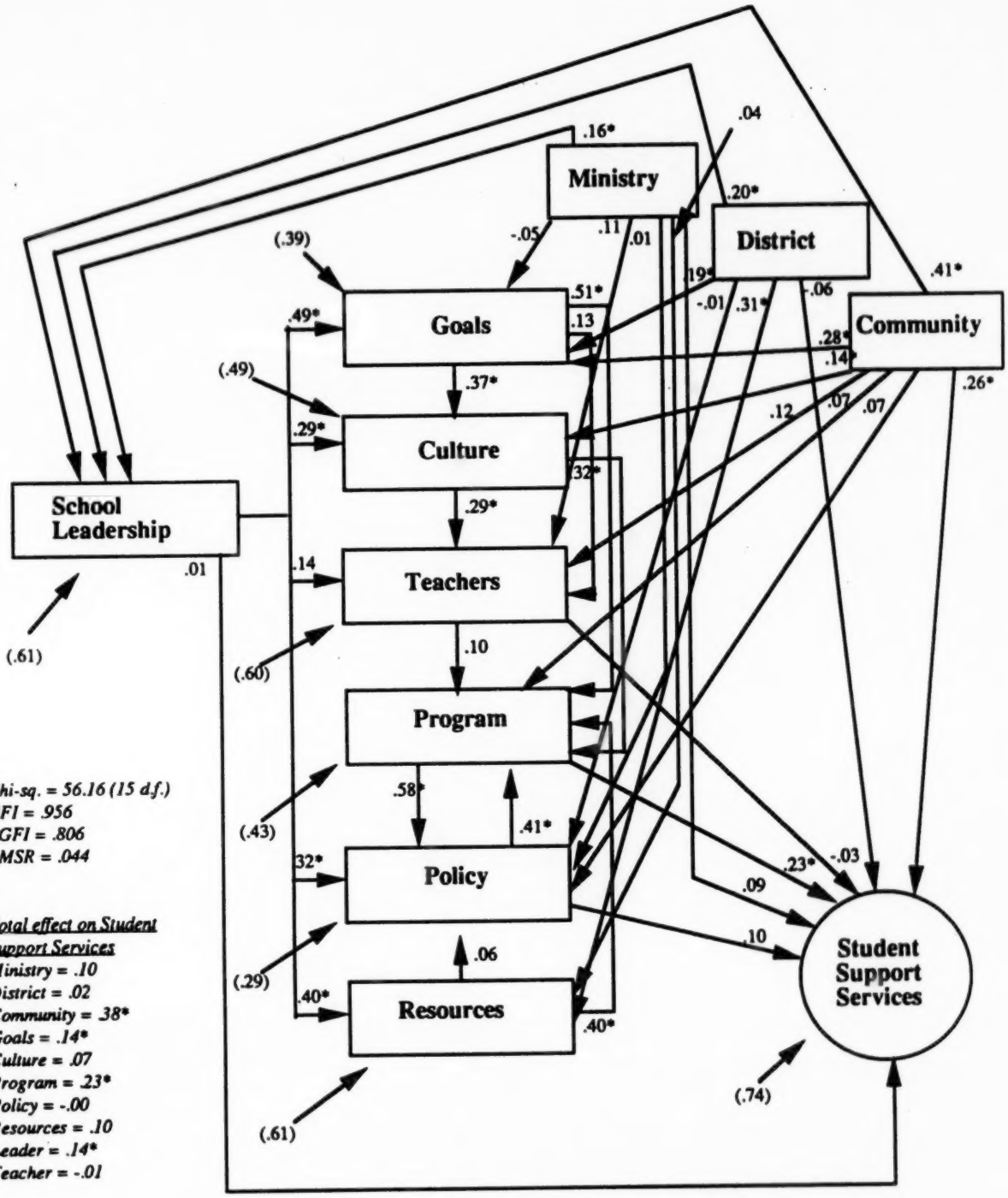
Chi-sq. = 60.9 (15 d.f.)
GFI = .958
AGFI = .814
RMSR = .050

Total effect on Student Assessment
*Ministry = .17**
District = .04
*Community = .23**
*Goals = .15**
*Culture = .14**
*Program = .18**
Policy = -.02
Resources = .06
Leader = .13
*Teacher = .27**

Path Analysis Showing Relationships Between Out-of-school Processes and School Leadership: Student Assessment
(N = 242)



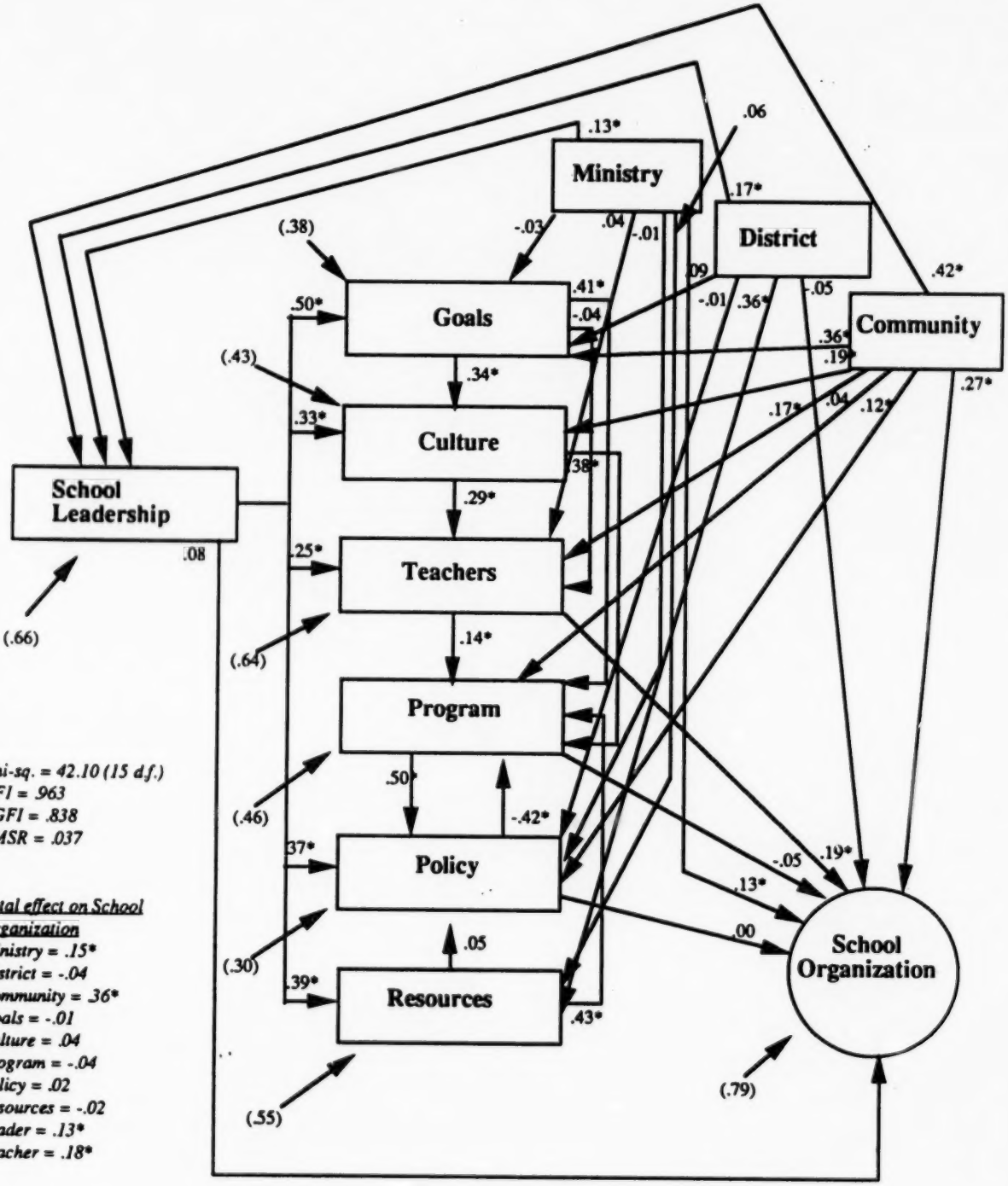
Path Analysis Showing Relationships Between Out-of-school Processes and School Leadership: School-Community Relations
(N = 220)



Chi-sq. = 56.16 (15 d.f.)
GFI = .956
AGFI = .806
RMSR = .044

Total effect on Student Support Services
Ministry = .10
District = .02
*Community = .38**
*Goals = .14**
Culture = .07
*Program = .23**
Policy = -.00
Resources = .10
*Leader = .14**
Teacher = -.01

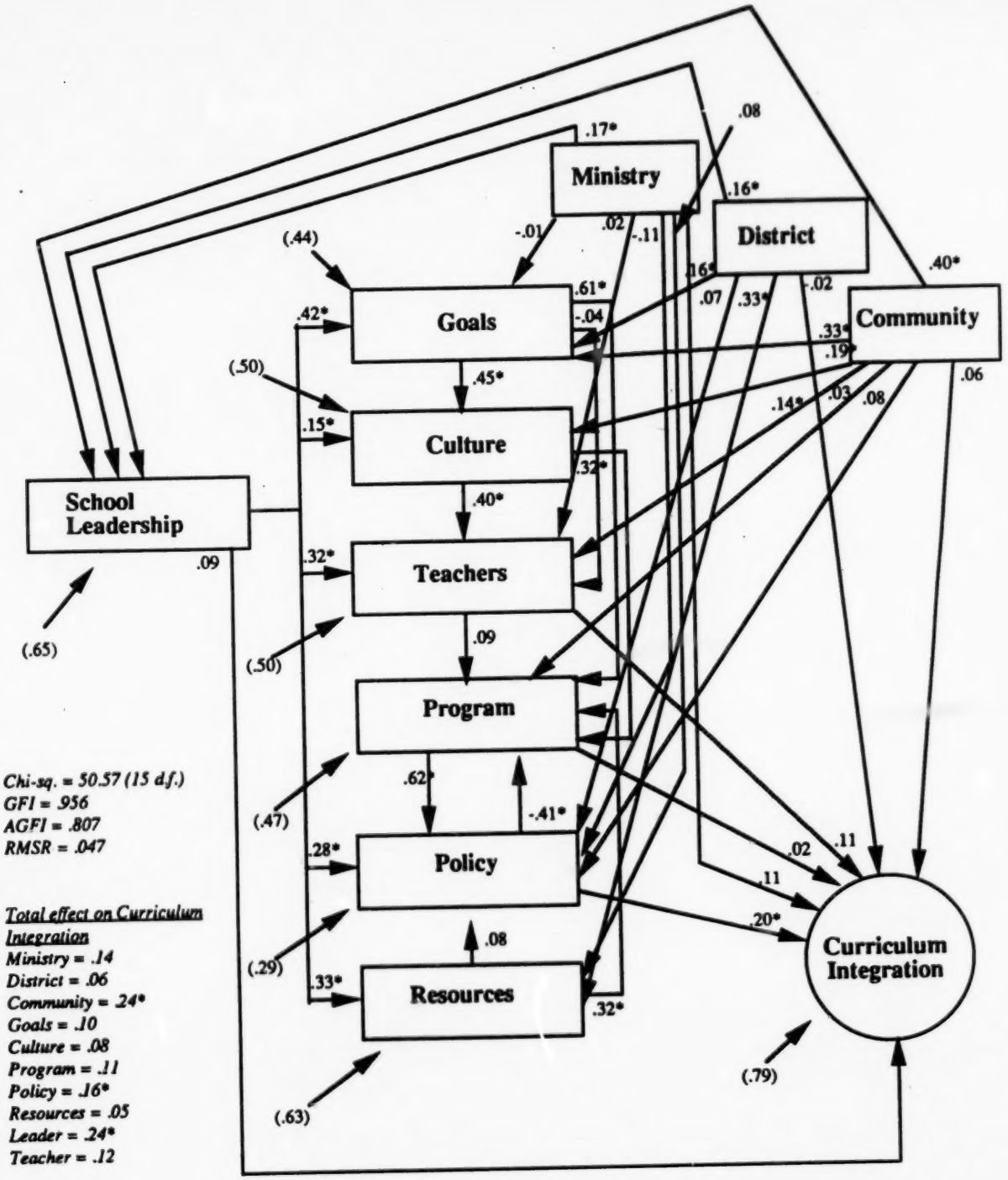
Path Analysis Showing Relationships Between Out-of-school Processes and School Leadership: Student Support Services
(N = 216)



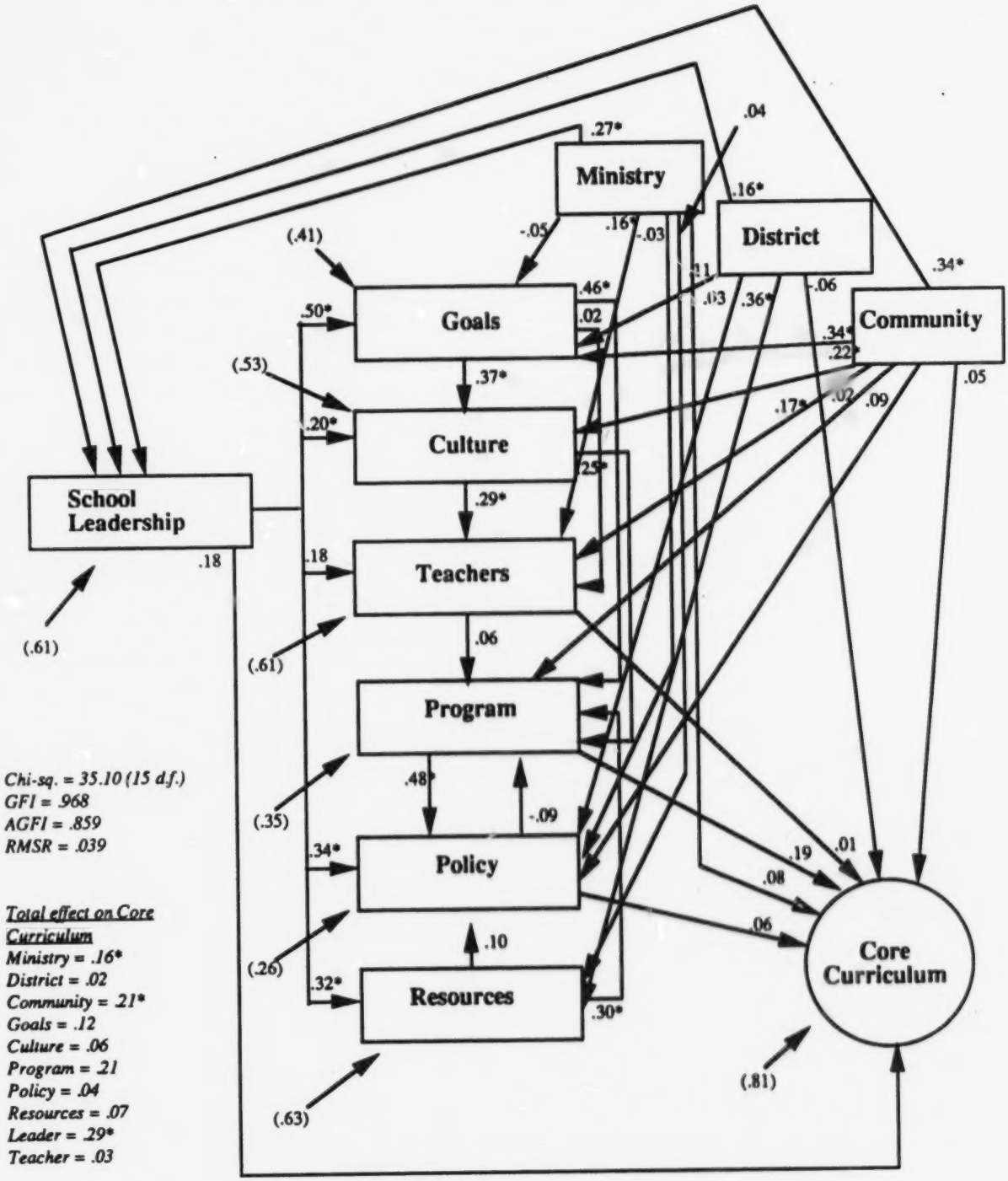
Chi-sq. = 42.10 (15 d.f.)
GFI = .963
AGFI = .838
RMSR = .037

Total effect on School Organization
*Ministry = .15**
District = -.04
*Community = .36**
Goals = -.01
Culture = .04
Program = -.04
Policy = .02
Resources = -.02
*Leader = .13**
*Teacher = .18**

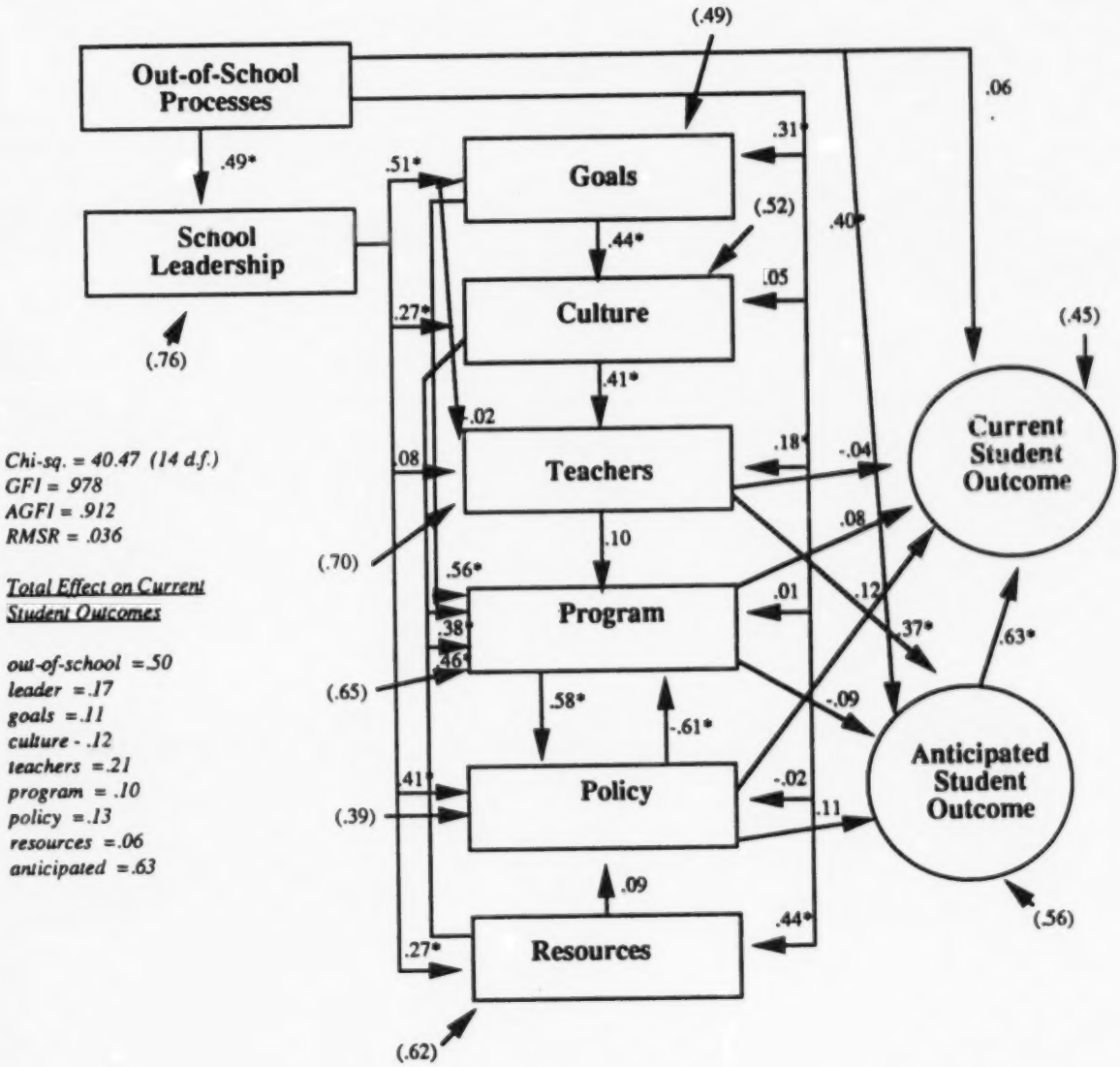
Path Analysis Showing Relationships Between Out-of-school Processes and School Leadership: School Organization
(N = 198)



Path Analysis Showing Relationships Between Out-of-school Processes and School Leadership: Curriculum Integration
(N = 191)



Path Analysis Showing Relationships Between Out-of-school Processes and School Leadership: Core Curriculum
(N = 186)

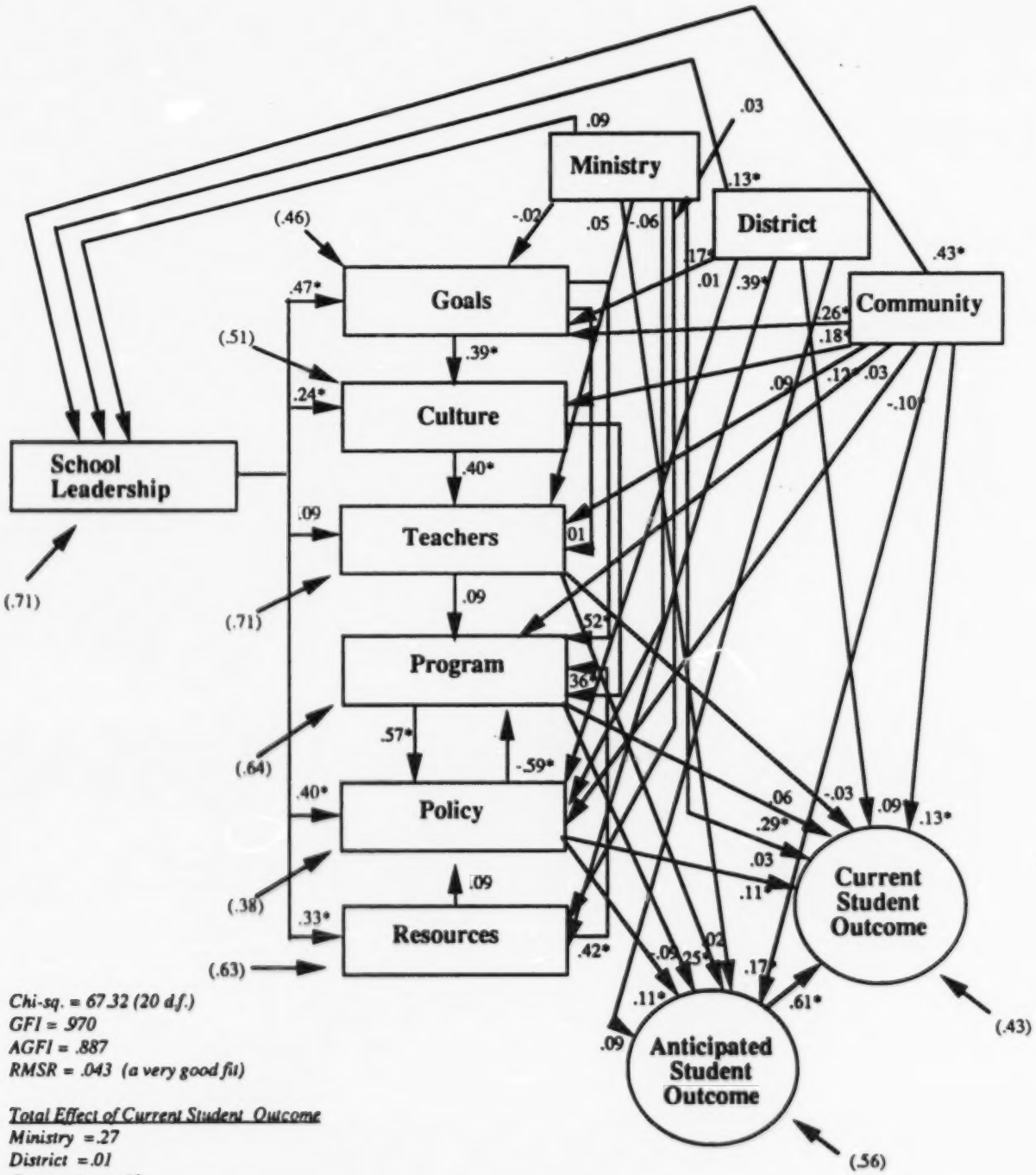


Chi-sq. = 40.47 (14 d.f.)
GFI = .978
AGFI = .912
RMSR = .036

Total Effect on Current Student Outcomes

out-of-school = .50
leader = .17
goals = .11
culture = .12
teachers = .21
program = .10
policy = .13
resources = .06
anticipated = .63

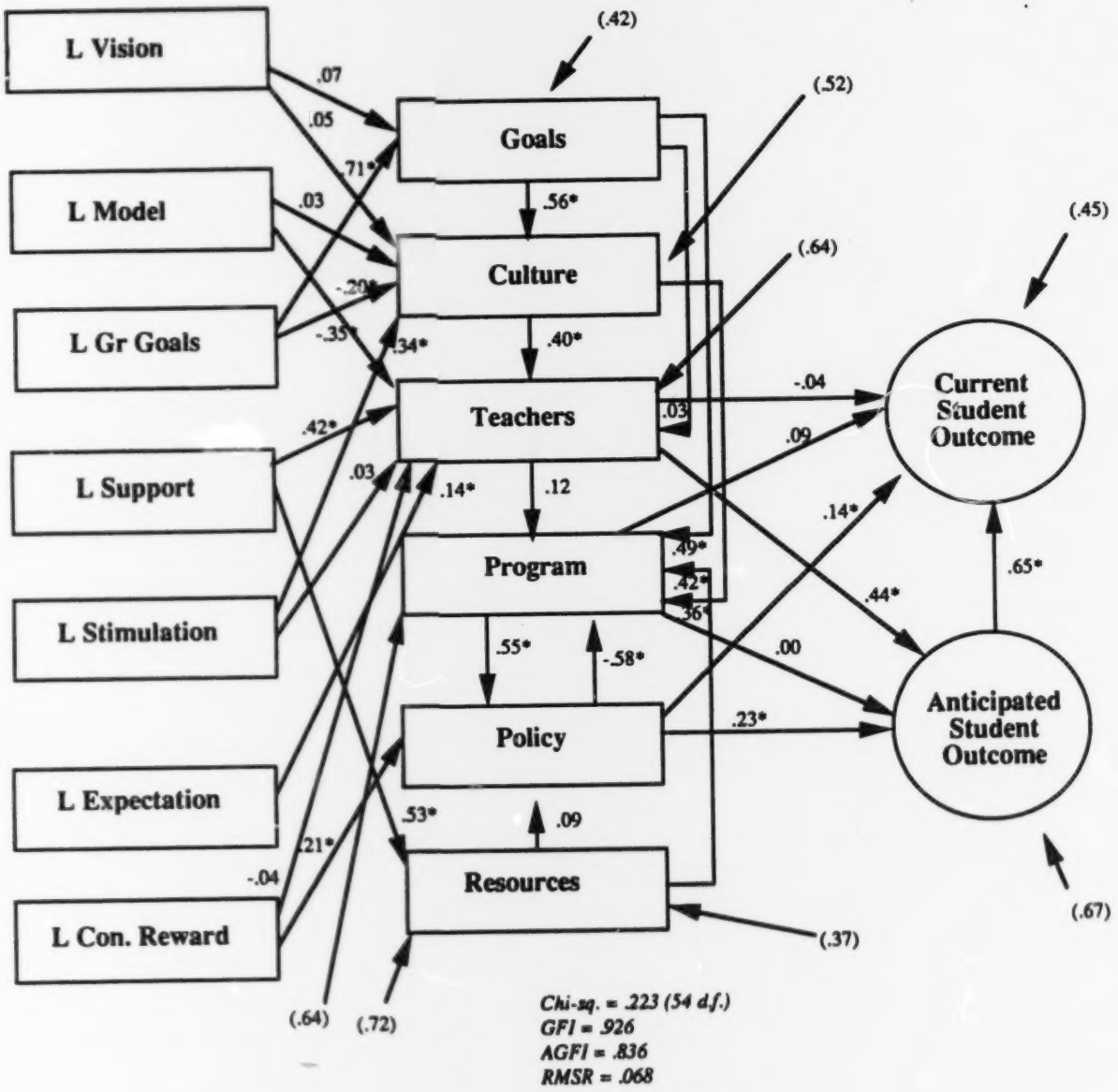
Path Analysis Model Identifying In-School Conditions Significantly Influenced by Leadership: Student Outcomes
(N = 350)



Chi-sq. = 67.32 (20 d.f.)
GFI = .970
AGFI = .887
RMSR = .043 (a very good fit)

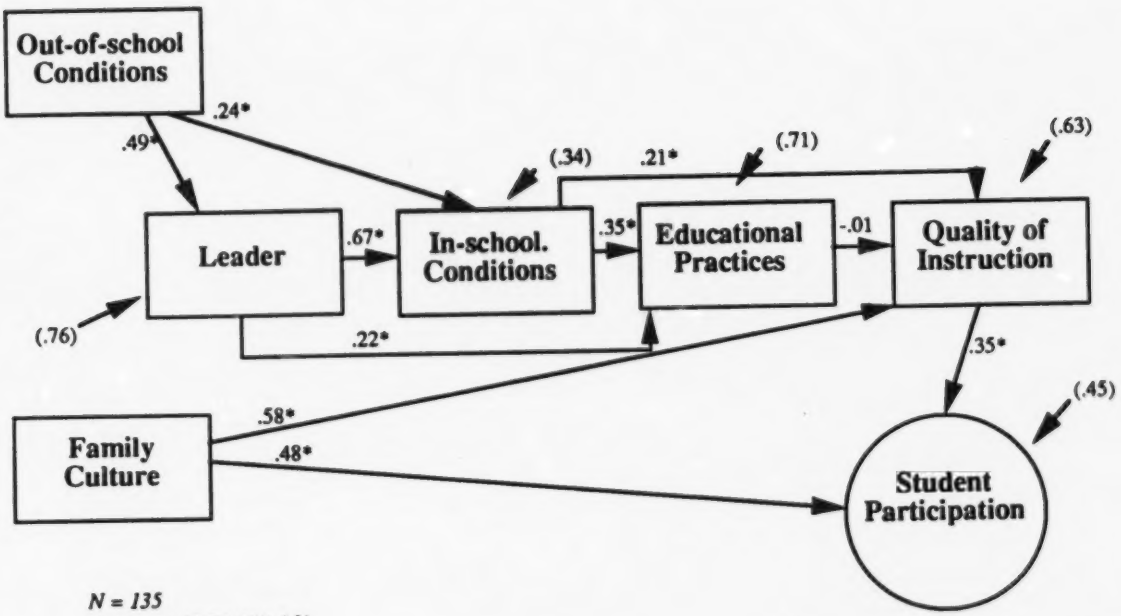
Total Effect of Current Student Outcome
Ministry = .27
District = .01
Community = .38
Anticipated = .61
Goals = .09
Culture = .12
Teacher = .21
Program = .08
Policy = .13
Resources = .05
Leader = .16

Path Analysis Showing Relationships Between Out-of-school Processes and School Leadership: Student Outcomes
(N = 350)



Path Analysis Model Showing Relationsh ps Between Aspects of Leadership and In-School Conditions. Student Outcomes
(N = 350)

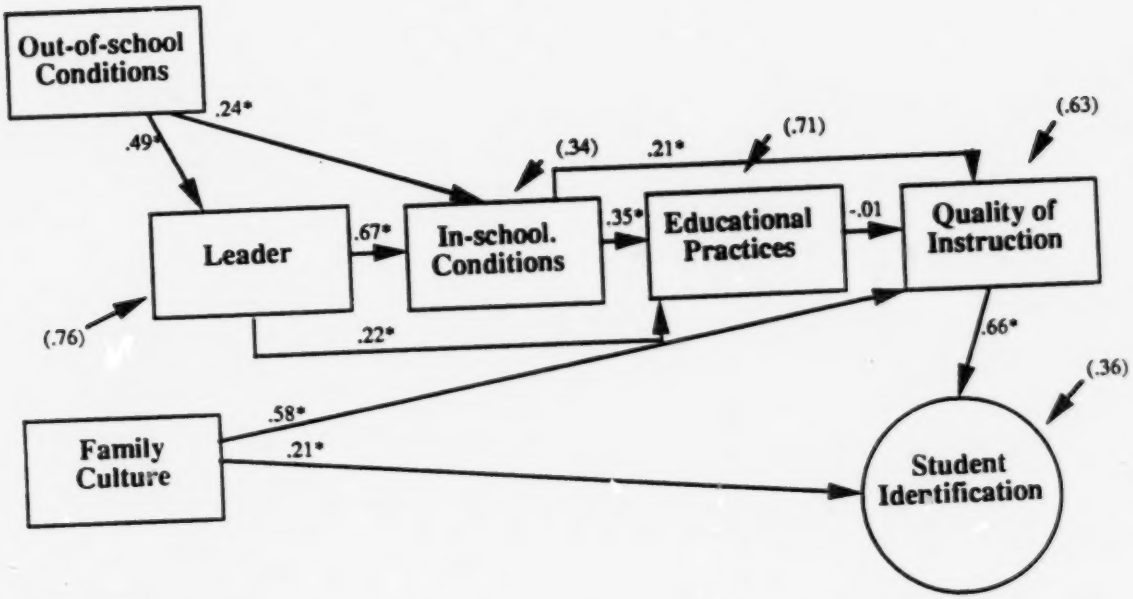
9.4
Path Analysis Models Explaining Variation in Students' School Participation and Identification



N = 135
Chi-sq. = 18.86 (11 d.f.)
GFI = .961
AGFI = .900
RMSR = .060

Total effects on student participation

in-school - .07
out-of-school - .04
*family culture - .68**
leader - .05
practicum - -.004
*quality - .35**



N = 135
Chi-sq. = 19.5 (11 d.f.)
GFI = .960
AGFI = .898
RMSR = .058

Total effects on student identification

in-school - .14
out-of-school - .08
*family culture - .60**
leader - .09
practicum - -.01
*quality - .66**